

New York State District Report Card Comprehensive Information Report

BEDS Code: 06-03-01-04-0000

Name: Frewsburg Central School District

Superintendent: Paul Grekalski

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	63	56	65
First	83	69	57
Second	70	85	66
Third	80	70	84
Fourth	68	81	68
Fifth	83	68	77
Sixth	84	86	71
Ungraded Elementary	10	5	12
Seventh	87	91	90
Eighth	91	91	85
Ninth	92	90	93
Tenth	85	95	86
Eleventh	85	86	85
Twelfth	62	83	87
Ungraded Secondary	12	0	0
Total K-12 Enrollment	1055	1056	1026

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	1	0.1%	8	0.8%	6	0.6%
Black (Not Hispanic)	2	0.2%	2	0.2%	5	0.5%
Hispanic	6	0.6%	4	0.4%	5	0.5%
White (Not Hispanic)	1046	99.1%	1042	98.7%	1010	98.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	19	20
Common Branch	21	21	19
English Grade 8	18	18	16
Mathematics Grade 8	18	19	17
Science Grade 8	20	18	16
Social Studies Grade 8	18	20	17
English Grade 10	17	17	14
Mathematics Grade 10	20	21	17
Science Grade 10	18	20	17
Social Studies Grade 10	18	18	17

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	133	12.6%	121	11.5%	123	12.0%

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		96.0%		96.1%		96.0%
Student Suspensions	8	0.7%	8	0.8%	5	0.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.8%	10.0%	8.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	78
Total Other Professional Staff	12
Total Paraprofessionals	15
Teaching Out of Certification*	3
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	54	32	59%	69	44	64%	79	55	70%
Students with Disabilities	4	0	0%	8	0	0%	5	1	20%
All Students	58	32	55%	77	44	57%	84	56	67%

*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	24	46	0	3	11	0
Percent	29%	55%	0%	4%	13%	0%

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)
5	1	0	5

*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			2		1	
	Entered GED Program*			0		4	
	Total Noncompleters			2		5	
Students with Disabilities	Dropped Out			2		0	
	Entered GED Program*			3		0	
	Total Noncompleters			5		0	
All Students	Dropped Out	2	0.6%	4	1.1%	1	0.3%
	Entered GED Program*	0	0.0%	3	0.8%	4	1.1%
	Total Noncompleters	2	0.6%	7	2.0%	5	1.4%

*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	79	97%	79	97%	63	97%

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	1	#	1	#	4	#

(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%	2	#	2	#
Science	0	0%	0	0%	2	#
Reading	0	0%	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	9	56%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	100%	3	#	1	#
Science	7	71%	3	#	4	#
Reading	5	100%	4	#	7	100%
Writing	6	100%	5	100%	7	86%
Global Studies	9	33%	5	20%	4	#
U.S. Hist & Gov't	3	#	3	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	82	83	87	9	2	12
Number Scoring 55–100	77	83	78	4	#	7
Number Scoring 65–100	73	81	76	2	#	6
Number Scoring 85–100	14	47	39	0	#	2
Percentage of Tested Scoring 55–100	94%	100%	90%	44%	#	58%
Percentage of Tested Scoring 65–100	89%	98%	87%	22%	#	50%
Percentage of Tested Scoring 85–100	17%	57%	45%	0%	#	17%
Mathematics A						
Number Tested	0	86	90	0	7	6
Number Scoring 55–100	0	78	80	0	5	3
Number Scoring 65–100	0	68	72	0	5	1
Number Scoring 85–100	0	24	14	0	0	0
Percentage of Tested Scoring 55–100	0%	91%	89%	0%	71%	50%
Percentage of Tested Scoring 65–100	0%	79%	80%	0%	71%	17%
Percentage of Tested Scoring 85–100	0%	28%	16%	0%	0%	0%
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	96	99	90	12	14	10
Number Scoring 55–100	90	95	78	7	11	6
Number Scoring 65–100	80	85	69	5	6	5
Number Scoring 85–100	21	27	15	0	3	0
Percentage of Tested Scoring 55–100	94%	96%	87%	58%	79%	60%
Percentage of Tested Scoring 65–100	83%	86%	77%	42%	43%	50%
Percentage of Tested Scoring 85–100	22%	27%	17%	0%	21%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	81	96	88	8	11	13
Number Scoring 55–100	74	92	83	4	9	8
Number Scoring 65–100	63	82	78	1	7	7
Number Scoring 85–100	36	34	35	0	0	5
Percentage of Tested Scoring 55–100	91%	96%	94%	50%	82%	62%
Percentage of Tested Scoring 65–100	78%	85%	89%	12%	64%	54%
Percentage of Tested Scoring 85–100	44%	35%	40%	0%	0%	38%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	89	98	85	8	13	2
Number Scoring 55–100	89	98	83	8	13	#
Number Scoring 65–100	88	98	83	7	13	#
Number Scoring 85–100	35	39	35	0	4	#
Percentage of Tested Scoring 55–100	100%	100%	98%	100%	100%	#
Percentage of Tested Scoring 65–100	99%	100%	98%	88%	100%	#
Percentage of Tested Scoring 85–100	39%	40%	41%	0%	31%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	88	90	83	10	2	4
Number Scoring 55–100	78	87	76	7	#	#
Number Scoring 65–100	74	76	66	6	#	#
Number Scoring 85–100	29	26	32	1	#	#
Percentage of Tested Scoring 55–100	89%	97%	92%	70%	#	#
Percentage of Tested Scoring 65–100	84%	84%	80%	60%	#	#
Percentage of Tested Scoring 85–100	33%	29%	39%	10%	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		34	68		0	5
Number Scoring 55–100		34	66		0	5
Number Scoring 65–100		29	54		0	5
Number Scoring 85–100		2	16		0	0
Percentage of Tested Scoring 55–100		100%	97%		0%	100%
Percentage of Tested Scoring 65–100		85%	79%		0%	100%
Percentage of Tested Scoring 85–100		6%	24%		0%	0%
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	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 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	62	60	44	0	2	1
Number Scoring 55–100	62	60	44	0	#	#
Number Scoring 65–100	60	60	44	0	#	#
Number Scoring 85–100	36	31	22	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	97%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	58%	52%	50%	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	95	4	0	4	0	0
Number Scoring 55–100	85	#	0	#	0	0
Number Scoring 65–100	82	#	0	#	0	0
Number Scoring 85–100	41	#	0	#	0	0
Percentage of Tested Scoring 55–100	89%	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	86%	#	0%	#	0%	0%
Percentage of Tested Scoring 85–100	43%	#	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	46	48	1	2	0	0
Number Scoring 55–100	40	46	#	#	0	0
Number Scoring 65–100	37	42	#	#	0	0
Number Scoring 85–100	22	19	#	#	0	0
Percentage of Tested Scoring 55–100	87%	96%	#	#	0%	0%
Percentage of Tested Scoring 65–100	80%	88%	#	#	0%	0%
Percentage of Tested Scoring 85–100	48%	40%	#	#	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	34	97%	49	92%	20	95%
Students with Disabilities	15	80%	7	100%	6	83%

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	73	0%	7%	81%	12%
	Students with Disabilities	8	25%	25%	50%	0%
	All Students	81	2%	9%	78%	11%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	73	0%	30%	56%	14%
	Students with Disabilities	13	8%	62%	31%	0%
	All Students	86	1%	35%	52%	12%

(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	81	81	81	5	5	5	86	86	86
Number Scoring 55–64	4	7	2	0	0	0	4	7	2
Number Scoring 65–84	54	37	44	4	3	3	58	40	47
Number Scoring 85–100	22	34	35	0	0	0	22	34	35
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – K)