

New York State District Report Card Comprehensive Information Report

BEDS Code: 11-03-04-04-0000

Name: Mcgraw Central School District

Superintendent: Maria S. Fragnoli-Ryan

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	45	41	46
First	47	48	40
Second	44	56	44
Third	55	40	55
Fourth	43	50	35
Fifth	43	44	51
Sixth	50	45	49
Ungraded Elementary	8	6	0
Seventh	61	57	49
Eighth	56	62	59
Ninth	55	50	62
Tenth	55	55	48
Eleventh	37	50	53
Twelfth	41	38	47
Ungraded Secondary	0	2	0
Total K-12 Enrollment	640	644	638

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	3	0.5%	3	0.5%	3	0.5%
Black (Not Hispanic)	6	0.9%	9	1.4%	10	1.6%
Hispanic	2	0.3%	0	0.0%	2	0.3%
White (Not Hispanic)	629	98.3%	632	98.1%	623	97.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	11	13	15
Common Branch	15	17	17
English Grade 8	13	20	18
Mathematics Grade 8	16	18	16
Science Grade 8	14	17	15
Social Studies Grade 8	19	20	19
English Grade 10	23	24	16
Mathematics Grade 10	0	23	21
Science Grade 10	16	10	0
Social Studies Grade 10	15	19	0

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high 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	123	19.2%	149	23.1%	165	25.9%

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%		95.1%		95.2%
Student Suspensions	47	6.9%	39	6.1%	39	6.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.0%	13.2%	9.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	57
Total Other Professional Staff	9
Total Paraprofessionals	15
Teaching Out of Certification*	6
Teachers with Temporary Licenses	3

*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	38	20	53%	28	18	64%	38	25	66%
Students with Disabilities	2	0	0%	4	0	0%	4	1	25%
All Students	40	20	50%	32	18	56%	42	26	62%

*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	14	18	0	1	9	0
Percent	33%	43%	0%	2%	21%	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)
4	1	5	9

*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		1	
	Entered GED Program*			4		2	
	Total Noncompleters			7		3	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		7	
	Total Noncompleters			0		8	
All Students	Dropped Out	3	1.6%	3	1.5%	2	1.0%
	Entered GED Program*	6	3.2%	4	2.1%	9	4.3%
	Total Noncompleters	9	4.8%	7	3.6%	11	5.2%

*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		98%	0%
2–3		98%	0%

Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		79	0
	Number of Students with Disabilities		15	0
	Number of All Students		94	0
	Percent of Enrollment		98%	0%
6–8	Number of General-Education Students		39	0
	Number of Students with Disabilities		6	0
	Number of All Students		45	0
	Percent of Enrollment		27%	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%	22	95%	21	95%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	17	94%	22	100%

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%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
Science	1	#	2	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	3	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	39	38	38	4	4	2
Number Scoring 55–100	39	37	31	#	#	#
Number Scoring 65–100	36	31	23	#	#	#
Number Scoring 85–100	6	13	5	#	#	#
Percentage of Tested Scoring 55–100	100%	97%	82%	#	#	#
Percentage of Tested Scoring 65–100	92%	82%	61%	#	#	#
Percentage of Tested Scoring 85–100	15%	34%	13%	#	#	#
Mathematics A						
Number Tested	0	1	39	0	1	2
Number Scoring 55–100	0	#	39	0	#	#
Number Scoring 65–100	0	#	30	0	#	#
Number Scoring 85–100	0	#	1	0	#	#
Percentage of Tested Scoring 55–100	0%	#	100%	0%	#	#
Percentage of Tested Scoring 65–100	0%	#	77%	0%	#	#
Percentage of Tested Scoring 85–100	0%	#	3%	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	48	53	52	3	5	3
Number Scoring 55–100	48	49	44	#	5	#
Number Scoring 65–100	47	41	43	#	2	#
Number Scoring 85–100	17	12	21	#	0	#
Percentage of Tested Scoring 55–100	100%	92%	85%	#	100%	#
Percentage of Tested Scoring 65–100	98%	77%	83%	#	40%	#
Percentage of Tested Scoring 85–100	35%	23%	40%	#	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	35	40	48	5	3	3
Number Scoring 55–100	32	39	47	5	#	#
Number Scoring 65–100	29	35	46	4	#	#
Number Scoring 85–100	11	8	20	1	#	#
Percentage of Tested Scoring 55–100	91%	97%	98%	100%	#	#
Percentage of Tested Scoring 65–100	83%	88%	96%	80%	#	#
Percentage of Tested Scoring 85–100	31%	20%	42%	20%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	38	49	38	2	0	2
Number Scoring 55–100	38	49	38	#	0	#
Number Scoring 65–100	38	49	38	#	0	#
Number Scoring 85–100	14	22	21	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	37%	45%	55%	#	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	49	54	37	0	8	1
Number Scoring 55–100	47	54	34	0	8	#
Number Scoring 65–100	44	50	29	0	6	#
Number Scoring 85–100	18	18	8	0	1	#
Percentage of Tested Scoring 55–100	96%	100%	92%	0%	100%	#
Percentage of Tested Scoring 65–100	90%	93%	78%	0%	75%	#
Percentage of Tested Scoring 85–100	37%	33%	22%	0%	12%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		19	20		0	0
Number Scoring 55–100		19	19		0	0
Number Scoring 65–100		18	17		0	0
Number Scoring 85–100		6	6		0	0
Percentage of Tested Scoring 55–100		100%	95%		0%	0%
Percentage of Tested Scoring 65–100		95%	85%		0%	0%
Percentage of Tested Scoring 85–100		32%	30%		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	6	4	1	0	0	0
Number Scoring 55–100	6	#	#	0	0	0
Number Scoring 65–100	6	#	#	0	0	0
Number Scoring 85–100	2	#	#	0	0	0
Percentage of Tested Scoring 55–100	100%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	#	#	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	6	15	12	0	0	0
Number Scoring 55–100	6	15	12	0	0	0
Number Scoring 65–100	6	15	11	0	0	0
Number Scoring 85–100	4	12	9	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	67%	80%	75%	0%	0%	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	36	34	12	1	0	0
Number Scoring 55–100	25	27	10	#	0	0
Number Scoring 65–100	21	20	9	#	0	0
Number Scoring 85–100	12	4	2	#	0	0
Percentage of Tested Scoring 55–100	69%	79%	83%	#	0%	0%
Percentage of Tested Scoring 65–100	58%	59%	75%	#	0%	0%
Percentage of Tested Scoring 85–100	33%	12%	17%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	26	24	29	0	0	0
Number Scoring 55–100	14	20	24	0	0	0
Number Scoring 65–100	11	17	21	0	0	0
Number Scoring 85–100	4	6	4	0	0	0
Percentage of Tested Scoring 55–100	54%	83%	83%	0%	0%	0%
Percentage of Tested Scoring 65–100	42%	71%	72%	0%	0%	0%
Percentage of Tested Scoring 85–100	15%	25%	14%	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	24	100%	34	100%	42	93%
Students with Disabilities	7	100%	4	#	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	40	3%	0%	83%	15%
	Students with Disabilities	7	0%	43%	57%	0%
	All Students	47	2%	6%	79%	13%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	45	0%	38%	60%	2%
	Students with Disabilities	10	0%	90%	10%	0%
	All Students	55	0%	47%	51%	2%

(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	40	40	40	9	9	9	49	49	49
Number Scoring 55–64	1	2	0	1	0	0	2	2	0
Number Scoring 65–84	21	27	25	3	4	1	24	31	26
Number Scoring 85–100	16	8	14	0	0	2	16	8	16
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)