

# New York State District Report Card Comprehensive Information Report

BEDS Code: 21-17-01-04-0000

Name: Van Hornesville-Owen D. Young Central School District

Superintendent: Mr. James Christmann

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	16	15	17
First	13	17	15
Second	20	13	19
Third	29	17	12
Fourth	19	30	16
Fifth	17	14	27
Sixth	21	16	15
Ungraded Elementary	0	0	0
Seventh	21	20	13
Eighth	17	21	23
Ninth	35	23	20
Tenth	15	29	15
Eleventh	12	17	28
Twelfth	16	12	13
Ungraded Secondary	0	0	0
Total K-12 Enrollment	251	244	233

## 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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	0	0.0%	2	0.8%	1	0.4%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	251	100.0%	242	99.2%	232	99.6%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	16	0	16
Common Branch	17	15	15
English Grade 8	17	21	21
Mathematics Grade 8	17	20	11
Science Grade 8	12	21	12
Social Studies Grade 8	17	21	11
English Grade 10	16	28	15
Mathematics Grade 10	9	13	9
Science Grade 10	15	0	16
Social Studies Grade 10	14	29	17

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1	0.4%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	110	43.8%	81	33.2%	78	33.5%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.6%		94.1%		95.0%
<b>Student Suspensions</b>	9	3.5%	6	2.4%	6	2.5%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	14.7%	21.3%	17.6%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	23
Total Other Professional Staff	3
Total Paraprofessionals	6
Teaching Out of Certification*	4
Teachers with Temporary Licenses	2

\*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	16	9	56%	12	9	75%	17	11	65%
Students with Disabilities	3	2	67%	0	0	0%	1	0	0%
All Students	19	11	58%	12	9	75%	18	11	61%

\*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	1	12	2	0	1	2
Percent	6%	67%	11%	0%	6%	11%

## 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)
1	0	2	3

\*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		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			1		0	
	Total Noncompleters			1		1	
All Students	Dropped Out	2	2.6%	0	0.0%	1	1.3%
	Entered GED Program*	0	0.0%	1	1.2%	0	0.0%
	Total Noncompleters	2	2.6%	1	1.2%	1	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	36
	Number of Students with Disabilities		0	7
	Number of All Students		0	43
	Percent of Enrollment		0%	100%
6–8	Number of General-Education Students		35	22
	Number of Students with Disabilities		6	7
	Number of All Students		41	29
	Percent of Enrollment		72%	57%
9–12	Number of General-Education Students		67	64
	Number of Students with Disabilities		14	12
	Number of All Students		81	76
	Percent of Enrollment		100%	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%	0	0%	15	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	14	79%	27	89%	2	#

### Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
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%	0	0%	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	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
Mathematics	2	#	1	#	1	#
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%	2	#	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
<b>Comprehensive English</b>						
Number Tested	11	17	28	0	2	3
Number Scoring 55–100	11	16	24	0	#	#
Number Scoring 65–100	11	13	19	0	#	#
Number Scoring 85–100	0	2	3	0	#	#
Percentage of Tested Scoring 55–100	100%	94%	86%	0%	#	#
Percentage of Tested Scoring 65–100	100%	76%	68%	0%	#	#
Percentage of Tested Scoring 85–100	0%	12%	11%	0%	#	#
<b>Mathematics A</b>						
Number Tested	0	21	40	0	2	3
Number Scoring 55–100	0	13	28	0	#	#
Number Scoring 65–100	0	9	23	0	#	#
Number Scoring 85–100	0	0	4	0	#	#
Percentage of Tested Scoring 55–100	0%	62%	70%	0%	#	#
Percentage of Tested Scoring 65–100	0%	43%	57%	0%	#	#
Percentage of Tested Scoring 85–100	0%	0%	10%	0%	#	#
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	8	0	0	0
Number Scoring 55–100	0	0	4	0	0	0
Number Scoring 65–100	0	0	2	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	50%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	25%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	14	32	18	1	3	1
Number Scoring 55–100	14	28	13	#	#	#
Number Scoring 65–100	14	19	8	#	#	#
Number Scoring 85–100	6	4	1	#	#	#
Percentage of Tested Scoring 55–100	100%	88%	72%	#	#	#
Percentage of Tested Scoring 65–100	100%	59%	44%	#	#	#
Percentage of Tested Scoring 85–100	43%	12%	6%	#	#	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	10	14	29	0	1	2
Number Scoring 55–100	9	13	27	0	#	#
Number Scoring 65–100	8	13	23	0	#	#
Number Scoring 85–100	3	3	6	0	#	#
Percentage of Tested Scoring 55–100	90%	93%	93%	0%	#	#
Percentage of Tested Scoring 65–100	80%	93%	79%	0%	#	#
Percentage of Tested Scoring 85–100	30%	21%	21%	0%	#	#

(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	34	25	15	4	2	2
Number Scoring 55–100	32	25	14	#	#	#
Number Scoring 65–100	28	22	13	#	#	#
Number Scoring 85–100	1	0	4	#	#	#
Percentage of Tested Scoring 55–100	94%	100%	93%	#	#	#
Percentage of Tested Scoring 65–100	82%	88%	87%	#	#	#
Percentage of Tested Scoring 85–100	3%	0%	27%	#	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	18	9	11	5	2	2
Number Scoring 55–100	16	7	11	3	#	#
Number Scoring 65–100	14	3	8	3	#	#
Number Scoring 85–100	2	0	3	0	#	#
Percentage of Tested Scoring 55–100	89%	78%	100%	60%	#	#
Percentage of Tested Scoring 65–100	78%	33%	73%	60%	#	#
Percentage of Tested Scoring 85–100	11%	0%	27%	0%	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		29	32		1	0
Number Scoring 55–100		21	28		#	0
Number Scoring 65–100		9	18		#	0
Number Scoring 85–100		0	1		#	0
Percentage of Tested Scoring 55–100		72%	88%		#	0%
Percentage of Tested Scoring 65–100		31%	56%		#	0%
Percentage of Tested Scoring 85–100		0%	3%		#	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	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 Italian</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 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	7	9	7	0	0	0
Number Scoring 55–100	7	9	5	0	0	0
Number Scoring 65–100	6	9	5	0	0	0
Number Scoring 85–100	1	2	1	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	71%	0%	0%	0%
Percentage of Tested Scoring 65–100	86%	100%	71%	0%	0%	0%
Percentage of Tested Scoring 85–100	14%	22%	14%	0%	0%	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	17	32	18	3	3	1
Number Scoring 55–100	13	13	8	#	#	#
Number Scoring 65–100	10	9	4	#	#	#
Number Scoring 85–100	3	1	0	#	#	#
Percentage of Tested Scoring 55–100	76%	41%	44%	#	#	#
Percentage of Tested Scoring 65–100	59%	28%	22%	#	#	#
Percentage of Tested Scoring 85–100	18%	3%	0%	#	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	9	10	8	0	0	0
Number Scoring 55–100	8	9	7	0	0	0
Number Scoring 65–100	5	8	7	0	0	0
Number Scoring 85–100	3	2	3	0	0	0
Percentage of Tested Scoring 55–100	89%	90%	88%	0%	0%	0%
Percentage of Tested Scoring 65–100	56%	80%	88%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	20%	38%	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	13	100%	23	96%	0	0%
Students with Disabilities	3	#	2	#	0	0%

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	24	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	28	11%	4%	79%	7%

## 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	16	6%	50%	44%	0%
	Students with Disabilities	7	14%	86%	0%	0%
	All Students	23	9%	61%	30%	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	16	16	16	3	3	3	19	19	19
Number Scoring 55–64	#	#	#	#	#	#	1	0	0
Number Scoring 65–84	#	#	#	#	#	#	9	12	11
Number Scoring 85–100	#	#	#	#	#	#	6	3	6
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)