

New York State School Report Card Comprehensive Information Report

BEDS Code: 47-09-01-04-0001
 Name: Schenevus Central School
 Principal: Marie Mc Crea

Grade Range : K-12

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	17	24	16
First	30	20	25
Second	36	27	21
Third	25	33	28
Fourth	32	26	32
Fifth	33	35	27
Sixth	34	37	40
Ungraded Elementary	5	4	5
Seventh	35	31	34
Eighth	35	32	31
Ninth	30	32	29
Tenth	33	30	36
Eleventh	33	32	28
Twelfth	35	31	30
Ungraded Secondary	2	0	0
Total K-12 Enrollment	415	394	382

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%	0	0.0%	2	0.5%
Hispanic	0	0.0%	4	1.0%	4	1.0%
White (Not Hispanic)	415	100.0%	390	99.0%	376	98.4%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	17	24	15
Common Branch	15	16	16
English Grade 8	18	16	15
Mathematics Grade 8	18	16	15
Science Grade 8	18	16	15
Social Studies Grade 8	18	16	15
English Grade 10	17	14	17
Mathematics Grade 10	18	12	16
Science Grade 10	18	18	17
Social Studies Grade 10	17	18	18

(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
64	All schools in this group serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	131	31.6%	107	27.2%	95	24.9%

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		95.2%		96.4%		95.2%
Student Suspensions	21	4.9%	18	4.3%	7	1.8%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	13.7%	19.0%	18.9%
Public Assistance	51-60%	41-50%	41-50%
Student Stability	97%	100%	97%

Staff Counts

Staff	2002–2003
Total Teachers	39
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	34	12	35%	28	13	46%	30	6	20%
Students with Disabilities	2	0	0%	3	0	0%	2	0	0%
All Students	36	12	33%	31	13	42%	32	6	19%

*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	5	17	1	0	8	1
Percent	16%	53%	3%	0%	25%	3%

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)
2	0	0	2

*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			1		1	
	Entered GED Program*			1		0	
	Total Noncompleters			2		1	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	5	3.8%	1	0.8%	1	0.8%
	Entered GED Program*	2	1.5%	1	0.8%	0	0.0%
	Total Noncompleters	7	5.3%	2	1.6%	1	0.8%

*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%	97%
2-3		98%	97%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		-13	0
	Number of Students with Disabilities		13	6
	Number of All Students		0	6
	Percent of Enrollment		0%	10%
6-8	Number of General-Education Students		27	49
	Number of Students with Disabilities		5	16
	Number of All Students		32	65
	Percent of Enrollment		32%	61%
9-12	Number of General-Education Students		42	78
	Number of Students with Disabilities		19	16
	Number of All Students		61	94
	Percent of Enrollment		49%	76%

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	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
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%	4	#	0	0%
Science	0	0%	4	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	4	#
U.S. Hist & Gov't	0	0%	1	#	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	4	#	3	#
Science	2	#	5	80%	1	#
Reading	0	0%	2	#	1	#
Writing	2	#	2	#	1	#
Global Studies	0	0%	3	#	7	100%
U.S. Hist & Gov't	1	#	2	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	38	32	31	1	3	5
Number Scoring 55–100	38	30	29	#	#	3
Number Scoring 65–100	35	22	28	#	#	3
Number Scoring 85–100	10	10	14	#	#	1
Percentage of Tested Scoring 55–100	100%	94%	94%	#	#	60%
Percentage of Tested Scoring 65–100	92%	69%	90%	#	#	60%
Percentage of Tested Scoring 85–100	26%	31%	45%	#	#	20%
Mathematics A						
Number Tested	0	1	31	0	0	3
Number Scoring 55–100	0	#	24	0	0	#
Number Scoring 65–100	0	#	21	0	0	#
Number Scoring 85–100	0	#	6	0	0	#
Percentage of Tested Scoring 55–100	0%	#	77%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	#	68%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	#	19%	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	35	40	33	3	6	5
Number Scoring 55–100	33	37	30	#	4	3
Number Scoring 65–100	20	30	23	#	2	1
Number Scoring 85–100	2	0	5	#	0	0
Percentage of Tested Scoring 55–100	94%	93%	91%	#	67%	60%
Percentage of Tested Scoring 65–100	57%	75%	70%	#	33%	20%
Percentage of Tested Scoring 85–100	6%	0%	15%	#	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	35	36	36	1	3	5
Number Scoring 55–100	35	28	35	#	#	4
Number Scoring 65–100	25	22	29	#	#	3
Number Scoring 85–100	7	3	11	#	#	0
Percentage of Tested Scoring 55–100	100%	78%	97%	#	#	80%
Percentage of Tested Scoring 65–100	71%	61%	81%	#	#	60%
Percentage of Tested Scoring 85–100	20%	8%	31%	#	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	5	34	33	0	6	4
Number Scoring 55–100	5	34	33	0	6	#
Number Scoring 65–100	5	29	31	0	5	#
Number Scoring 85–100	0	4	8	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	100%	#
Percentage of Tested Scoring 65–100	100%	85%	94%	0%	83%	#
Percentage of Tested Scoring 85–100	0%	12%	24%	0%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	63	41	44	9	6	5
Number Scoring 55–100	50	39	40	3	6	4
Number Scoring 65–100	37	21	32	2	2	3
Number Scoring 85–100	9	3	8	0	0	0
Percentage of Tested Scoring 55–100	79%	95%	91%	33%	100%	80%
Percentage of Tested Scoring 65–100	59%	51%	73%	22%	33%	60%
Percentage of Tested Scoring 85–100	14%	7%	18%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		25	19		1	1
Number Scoring 55–100		22	13		#	#
Number Scoring 65–100		12	10		#	#
Number Scoring 85–100		3	0		#	#
Percentage of Tested Scoring 55–100		88%	68%		#	#
Percentage of Tested Scoring 65–100		48%	53%		#	#
Percentage of Tested Scoring 85–100		12%	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	21	12	9	0	0	0
Number Scoring 55–100	21	12	9	0	0	0
Number Scoring 65–100	21	12	9	0	0	0
Number Scoring 85–100	17	10	9	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	81%	83%	100%	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	21	28	8	1	2	0
Number Scoring 55–100	16	17	5	#	#	0
Number Scoring 65–100	10	11	4	#	#	0
Number Scoring 85–100	1	4	0	#	#	0
Percentage of Tested Scoring 55–100	76%	61%	62%	#	#	0%
Percentage of Tested Scoring 65–100	48%	39%	50%	#	#	0%
Percentage of Tested Scoring 85–100	5%	14%	0%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	15	6	12	0	0	0
Number Scoring 55–100	14	6	9	0	0	0
Number Scoring 65–100	13	4	9	0	0	0
Number Scoring 85–100	7	2	1	0	0	0
Percentage of Tested Scoring 55–100	93%	100%	75%	0%	0%	0%
Percentage of Tested Scoring 65–100	87%	67%	75%	0%	0%	0%
Percentage of Tested Scoring 85–100	47%	33%	8%	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	34	94%	1	#	25	88%
Students with Disabilities	5	80%	0	0%	3	#

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	24	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	27	4%	15%	74%	7%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	28	0%	46%	43%	11%
	Students with Disabilities	5	0%	80%	20%	0%
	All Students	33	0%	52%	39%	9%

(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	29	29	29	4	4	4	33	33	33
Number Scoring 55–64	#	#	#	#	#	#	9	9	7
Number Scoring 65–84	#	#	#	#	#	#	20	18	17
Number Scoring 85–100	#	#	#	#	#	#	2	3	5
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)