

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-02-01-06-0000

Name: Three Village Central School District

Superintendent: Frank J. Carasiti

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	594	552	596
First	558	633	567
Second	564	583	654
Third	607	589	582
Fourth	647	639	599
Fifth	617	657	650
Sixth	590	637	666
Ungraded Elementary	95	39	42
Seventh	610	614	655
Eighth	601	629	613
Ninth	590	605	630
Tenth	540	587	605
Eleventh	494	545	577
Twelfth	509	504	557
Ungraded Secondary	0	0	0
Total K-12 Enrollment	7616	7813	7993

## 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	420	5.5%	415	5.3%	462	5.8%
Black (Not Hispanic)	129	1.7%	133	1.7%	126	1.6%
Hispanic	223	2.9%	217	2.8%	168	2.1%
White (Not Hispanic)	6844	89.9%	7048	90.2%	7237	90.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	20	20
Common Branch	23	23	24
English Grade 8	21	23	23
Mathematics Grade 8	24	24	22
Science Grade 8	23	25	23
Social Studies Grade 8	23	24	23
English Grade 10	23	22	22
Mathematics Grade 10	29	23	21
Science Grade 10	22	23	24
Social Studies Grade 10	22	26	23

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low 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	64	0.8%	65	0.8%	58	0.7%
Eligible for Free Lunch	151	2.0%	107	1.4%	128	1.6%

### 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		95.1%		95.8%		95.8%
Student Suspensions	116	1.6%	228	3.0%	125	1.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.0%	0.9%	1.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	607
Total Other Professional Staff	116
Total Paraprofessionals	216
Teaching Out of Certification*	20
Teachers with Temporary Licenses	5

\*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	428	352	82%	415	334	80%	473	388	82%
Students with Disabilities	39	5	13%	57	13	23%	56	16	29%
All Students	467	357	76%	472	347	74%	529	404	76%

\*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	386	118	4	2	8	11
Percent	73%	22%	1%	0%	2%	2%

## 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)
56	16	2	58

\*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			69		59	
	Entered GED Program*			0		0	
	Total Noncompleters			69		59	
Students with Disabilities	Dropped Out			13		13	
	Entered GED Program*			0		0	
	Total Noncompleters			13		13	
All Students	Dropped Out	0	0.0%	82	3.7%	72	3.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	82	3.7%	72	3.0%

\*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		544	259
	Number of Students with Disabilities		84	27
	Number of All Students		628	286
	Percent of Enrollment		33%	15%
9-12	Number of General-Education Students		0	520
	Number of Students with Disabilities		0	80
	Number of All Students		0	600
	Percent of Enrollment		0%	25%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	76	100%	101	96%	103	96%
German	20	100%	40	95%	32	88%
Italian	0	0%	0	0%	0	0%
Latin	60	75%	37	100%	15	100%
Spanish	384	98%	359	92%	364	99%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	4	#	2	#
German	1	#	2	#	3	#
Italian	0	0%	0	0%	0	0%
Latin	2	#	0	0%	0	0%
Spanish	29	90%	33	67%	37	89%

(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	83%	7	100%
Science	2	#	3	#	1	#
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	0	0%	4	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	39	95%	47	81%	94	90%
Science	30	63%	19	63%	43	72%
Reading	3	#	0	0%	0	0%
Writing	3	#	0	0%	0	0%
Global Studies	10	80%	13	92%	20	65%
U.S. Hist & Gov't	9	89%	6	83%	8	75%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	518	547	561	58	51	62
Number Scoring 55–100	513	531	544	53	41	48
Number Scoring 65–100	492	498	526	43	31	43
Number Scoring 85–100	223	270	291	8	3	8
Percentage of Tested Scoring 55–100	99%	97%	97%	91%	80%	77%
Percentage of Tested Scoring 65–100	95%	91%	94%	74%	61%	69%
Percentage of Tested Scoring 85–100	43%	49%	52%	14%	6%	13%
<b>Mathematics A</b>						
Number Tested	0	402	772	0	64	122
Number Scoring 55–100	0	307	655	0	29	75
Number Scoring 65–100	0	249	611	0	17	60
Number Scoring 85–100	0	106	221	0	2	6
Percentage of Tested Scoring 55–100	0%	76%	85%	0%	45%	61%
Percentage of Tested Scoring 65–100	0%	62%	79%	0%	27%	49%
Percentage of Tested Scoring 85–100	0%	26%	29%	0%	3%	5%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	542	570	606	62	58	77
Number Scoring 55–100	527	563	593	53	53	66
Number Scoring 65–100	513	547	582	47	46	61
Number Scoring 85–100	295	263	358	13	11	18
Percentage of Tested Scoring 55–100	97%	99%	98%	85%	91%	86%
Percentage of Tested Scoring 65–100	95%	96%	96%	76%	79%	79%
Percentage of Tested Scoring 85–100	54%	46%	59%	21%	19%	23%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	443	482	529	52	49	62
Number Scoring 55–100	434	477	521	45	46	58
Number Scoring 65–100	408	456	517	40	40	55
Number Scoring 85–100	241	191	348	10	8	23
Percentage of Tested Scoring 55–100	98%	99%	98%	87%	94%	94%
Percentage of Tested Scoring 65–100	92%	95%	98%	77%	82%	89%
Percentage of Tested Scoring 85–100	54%	40%	66%	19%	16%	37%

(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	493	552	525	35	39	47
Number Scoring 55–100	493	551	525	35	38	47
Number Scoring 65–100	488	547	514	34	38	44
Number Scoring 85–100	190	296	263	3	5	3
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	97%	100%
Percentage of Tested Scoring 65–100	99%	99%	98%	97%	97%	94%
Percentage of Tested Scoring 85–100	39%	54%	50%	9%	13%	6%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	565	562	627	54	78	77
Number Scoring 55–100	535	546	606	38	67	62
Number Scoring 65–100	509	527	587	31	57	53
Number Scoring 85–100	309	317	357	7	12	10
Percentage of Tested Scoring 55–100	95%	97%	97%	70%	86%	81%
Percentage of Tested Scoring 65–100	90%	94%	94%	57%	73%	69%
Percentage of Tested Scoring 85–100	55%	56%	57%	13%	15%	13%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		419	467		11	19
Number Scoring 55–100		414	440		11	16
Number Scoring 65–100		375	420		9	13
Number Scoring 85–100		99	117		2	0
Percentage of Tested Scoring 55–100		99%	94%		100%	84%
Percentage of Tested Scoring 65–100		89%	90%		82%	68%
Percentage of Tested Scoring 85–100		24%	25%		18%	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	95	97	75	2	0	1
Number Scoring 55–100	95	96	75	#	0	#
Number Scoring 65–100	95	94	75	#	0	#
Number Scoring 85–100	76	58	52	#	0	#
Percentage of Tested Scoring 55–100	100%	99%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	97%	100%	#	0%	#
Percentage of Tested Scoring 85–100	80%	60%	69%	#	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	28	26	18	1	2	1
Number Scoring 55–100	28	26	18	#	#	#
Number Scoring 65–100	28	25	18	#	#	#
Number Scoring 85–100	23	17	10	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	96%	100%	#	#	#
Percentage of Tested Scoring 85–100	82%	65%	56%	#	#	#
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	285	349	394	18	13	27
Number Scoring 55–100	284	347	392	18	13	26
Number Scoring 65–100	280	343	387	15	12	25
Number Scoring 85–100	218	267	250	5	7	5
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	100%	96%
Percentage of Tested Scoring 65–100	98%	98%	98%	83%	92%	93%
Percentage of Tested Scoring 85–100	76%	77%	63%	28%	54%	19%
<b>Comprehensive Latin</b>						
Number Tested	66	33	57	0	1	0
Number Scoring 55–100	66	33	57	0	#	0
Number Scoring 65–100	66	33	57	0	#	0
Number Scoring 85–100	47	21	45	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	71%	64%	79%	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	609	585	0	34	43	0
Number Scoring 55–100	509	519	0	24	29	0
Number Scoring 65–100	449	477	0	19	28	0
Number Scoring 85–100	208	231	0	4	4	0
Percentage of Tested Scoring 55–100	84%	89%	0%	71%	67%	0%
Percentage of Tested Scoring 65–100	74%	82%	0%	56%	65%	0%
Percentage of Tested Scoring 85–100	34%	39%	0%	12%	9%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	466	447	525	14	16	26
Number Scoring 55–100	432	410	475	11	13	18
Number Scoring 65–100	401	391	437	10	13	15
Number Scoring 85–100	209	189	217	1	3	4
Percentage of Tested Scoring 55–100	93%	92%	90%	79%	81%	69%
Percentage of Tested Scoring 65–100	86%	87%	83%	71%	81%	58%
Percentage of Tested Scoring 85–100	45%	42%	41%	7%	19%	15%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	5	100%	27	96%	26	96%
Students with Disabilities	2	#	10	100%	10	90%

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	554	1%	3%	61%	36%
	Students with Disabilities	91	7%	14%	74%	5%
	All Students	645	1%	4%	63%	31%

### 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	506	1%	14%	63%	23%
	Students with Disabilities	78	9%	62%	28%	1%
	All Students	584	2%	20%	58%	20%

(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	493	493	493	50	50	50	543	543	543
Number Scoring 55–64	5	14	5	7	6	7	12	20	12
Number Scoring 65–84	173	221	191	31	31	25	204	252	216
Number Scoring 85–100	299	181	280	9	9	5	308	190	285
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)