

New York State District Report Card Comprehensive Information Report

BEDS Code: 03-06-01-06-0000
 Name: Susquehanna Valley Central School District
 Superintendent: John P. Paske

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	162	173	164
First	142	136	140
Second	149	135	133
Third	165	153	142
Fourth	165	161	160
Fifth	179	170	156
Sixth	194	170	174
Ungraded Elementary	0	0	0
Seventh	178	193	173
Eighth	212	171	191
Ninth	186	217	183
Tenth	176	179	193
Eleventh	153	156	181
Twelfth	158	145	145
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2219	2159	2135

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	11	0.5%	17	0.8%	18	0.8%
Black (Not Hispanic)	34	1.5%	46	2.1%	46	2.2%
Hispanic	20	0.9%	18	0.8%	22	1.0%
White (Not Hispanic)	2154	97.1%	2078	96.2%	2049	96.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	17	17
Common Branch	19	18	18
English Grade 8	18	21	24
Mathematics Grade 8	18	20	21
Science Grade 8	20	20	21
Social Studies Grade 8	21	21	24
English Grade 10	22	22	22
Mathematics Grade 10	20	19	18
Science Grade 10	24	25	0
Social Studies Grade 10	21	23	23

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	9	0.4%	7	0.3%	7	0.3%
Eligible for Free Lunch	352	15.9%	387	17.9%	403	18.9%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.2%		95.1%		95.0%
Student Suspensions	90	4.1%	91	4.1%	59	2.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.8%	7.1%	7.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	187
Total Other Professional Staff	29
Total Paraprofessionals	42
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	132	90	68%	119	79	66%	127	96	76%
Students with Disabilities	9	2	22%	8	1	12%	9	3	33%
All Students	141	92	65%	127	80	63%	136	99	73%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	48	59	0	3	21	5
Percent	35%	43%	0%	2%	15%	4%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
9	3	3	12

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	11		12		7	1.2%
	Entered GED Program*	0		8		8	1.3%
	Total Noncompleters	11		20		15	2.5%
Students with Disabilities	Dropped Out	3		11		7	5.9%
	Entered GED Program*	0		1		3	2.5%
	Total Noncompleters	3		12		10	8.5%
All Students	Dropped Out	14	2.1%	23	3.3%	14	1.9%
	Entered GED Program*	0	0.0%	9	1.3%	11	1.5%
	Total Noncompleters	14	2.1%	32	4.6%	25	3.4%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	31	0
	Number of Students with Disabilities	0	8	0
	Number of All Students	0	39	0
	Percent of Enrollment	0%	12%	0%
6-8	Number of General-Education Students	340	317	306
	Number of Students with Disabilities	50	47	57
	Number of All Students	390	364	363
	Percent of Enrollment	67%	68%	67%
9-12	Number of General-Education Students	656	592	596
	Number of Students with Disabilities	0	105	106
	Number of All Students	656	697	702
	Percent of Enrollment	97%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	48	96%	49	94%	41	88%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	99	86%	92	97%	102	79%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	2	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	4	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	37	70%	28	86%
Science	0	0%	7	43%	4	#
Reading	0	0%	24	96%	12	83%
Writing	0	0%	23	91%	16	94%
Global Studies	0	0%	17	24%	17	82%
U.S. Hist & Gov't	0	0%	2	#	11	73%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	136	165	164	10	14	24
Number Scoring 55-100	123	154	148	6	9	10
Number Scoring 65-100	106	143	124	4	6	4
Number Scoring 85-100	33	65	52	1	0	0
Percentage of Tested Scoring 55-100	90%	93%	90%	60%	64%	42%
Percentage of Tested Scoring 65-100	78%	87%	76%	40%	43%	17%
Percentage of Tested Scoring 85-100	24%	39%	32%	10%	0%	0%
Mathematics A						
Number Tested	81	194	213	10	20	26
Number Scoring 55-100	59	160	201	6	10	19
Number Scoring 65-100	39	138	188	4	8	17
Number Scoring 85-100	6	26	53	0	0	0
Percentage of Tested Scoring 55-100	73%	82%	94%	60%	50%	73%
Percentage of Tested Scoring 65-100	48%	71%	88%	40%	40%	65%
Percentage of Tested Scoring 85-100	7%	13%	25%	0%	0%	0%
Mathematics B						
Number Tested	0	0	61	0	0	0
Number Scoring 55-100	0	0	55	0	0	0
Number Scoring 65-100	0	0	46	0	0	0
Number Scoring 85-100	0	0	15	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	75%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	25%	0%	0%	0%
Global History and Geography						
Number Tested	157	193	213	16	28	34
Number Scoring 55-100	138	173	189	7	16	23
Number Scoring 65-100	119	149	164	6	10	12
Number Scoring 85-100	31	42	68	0	0	0
Percentage of Tested Scoring 55-100	88%	90%	89%	44%	57%	68%
Percentage of Tested Scoring 65-100	76%	77%	77%	38%	36%	35%
Percentage of Tested Scoring 85-100	20%	22%	32%	0%	0%	0%
U.S. History and Government						
Number Tested	142	157	158	10	13	21
Number Scoring 55-100	137	153	143	9	11	11
Number Scoring 65-100	110	145	132	4	10	8
Number Scoring 85-100	39	75	82	0	1	3
Percentage of Tested Scoring 55-100	96%	97%	91%	90%	85%	52%
Percentage of Tested Scoring 65-100	77%	92%	84%	40%	77%	38%
Percentage of Tested Scoring 85-100	27%	48%	52%	0%	8%	14%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	179	168	191	17	11	35
Number Scoring 55-100	177	167	186	15	10	32
Number Scoring 65-100	174	159	169	12	6	23
Number Scoring 85-100	57	44	37	1	0	0
Percentage of Tested Scoring 55-100	99%	99%	97%	88%	91%	91%
Percentage of Tested Scoring 65-100	97%	95%	88%	71%	55%	66%
Percentage of Tested Scoring 85-100	32%	26%	19%	6%	0%	0%
Physical Setting/Earth Science						
Number Tested	155	144	183	22	15	11
Number Scoring 55-100	143	133	172	17	12	9
Number Scoring 65-100	122	119	154	12	10	4
Number Scoring 85-100	34	51	65	0	0	1
Percentage of Tested Scoring 55-100	92%	92%	94%	77%	80%	82%
Percentage of Tested Scoring 65-100	79%	83%	84%	55%	67%	36%
Percentage of Tested Scoring 85-100	22%	35%	36%	0%	0%	9%
Physical Setting/Chemistry						
Number Tested	92	108	81	2	3	1
Number Scoring 55-100	85	107	77	#	#	#
Number Scoring 65-100	57	87	58	#	#	#
Number Scoring 85-100	3	19	12	#	#	#
Percentage of Tested Scoring 55-100	92%	99%	95%	#	#	#
Percentage of Tested Scoring 65-100	62%	81%	72%	#	#	#
Percentage of Tested Scoring 85-100	3%	18%	15%	#	#	#
Physical Setting/Physics						
Number Tested			57			1
Number Scoring 55-100			56			#
Number Scoring 65-100			49			#
Number Scoring 85-100			20			#
Percentage of Tested Scoring 55-100			98%			#
Percentage of Tested Scoring 65-100			86%			#
Percentage of Tested Scoring 85-100			35%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	13	37	32	0	0	0
Number Scoring 55-100	13	37	32	0	0	0
Number Scoring 65-100	12	35	32	0	0	0
Number Scoring 85-100	2	12	22	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	15%	32%	69%	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	1	0	0	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%
Comprehensive Spanish						
Number Tested	80	66	57	2	0	0
Number Scoring 55-100	79	64	57	#	0	0
Number Scoring 65-100	79	64	54	#	0	0
Number Scoring 85-100	51	30	32	#	0	0
Percentage of Tested Scoring 55-100	99%	97%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	99%	97%	95%	#	0%	0%
Percentage of Tested Scoring 85-100	64%	45%	56%	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	89	91	12	2	3	1
Number Scoring 55-100	82	79	10	#	#	#
Number Scoring 65-100	73	69	8	#	#	#
Number Scoring 85-100	31	32	2	#	#	#
Percentage of Tested Scoring 55-100	92%	87%	83%	#	#	#
Percentage of Tested Scoring 65-100	82%	76%	67%	#	#	#
Percentage of Tested Scoring 85-100	35%	35%	17%	#	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	59	100%	15	100%	34	91%
Students with Disabilities	9	100%	4	#	5	100%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	126	2%	5%	61%	33%
	Students with Disabilities	28	21%	0%	71%	7%
	All Students	154	5%	4%	63%	28%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	155	0%	34%	55%	12%
	Students with Disabilities	35	20%	66%	14%	0%
	All Students	190	4%	39%	47%	9%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	1	0	#	#	#	#
Middle Level						
Social Studies	2	2	#	#	#	#
Secondary Level						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	1	0	#	#	#	#

2000 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	133	133	133	13	13	13	146	146	146
Number Scoring 55–64	7	0	1	0	1	0	7	1	1
Number Scoring 65–84	91	54	70	8	7	8	99	61	78
Number Scoring 85–100	29	73	59	0	1	2	29	74	61
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 2-4)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)