

# New York State School Report Card Comprehensive Information Report

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

Grade Range : K-12

## Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	32	17	24
First	33	30	20
Second	26	36	27
Third	34	25	33
Fourth	32	32	26
Fifth	33	33	35
Sixth	32	34	37
Ungraded Elementary	0	5	4
Seventh	39	35	31
Eighth	33	35	32
Ninth	31	30	32
Tenth	34	33	30
Eleventh	36	33	32
Twelfth	30	35	31
Ungraded Secondary	0	2	0
Total K-12 Enrollment	425	415	394

## Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	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%	0	0.0%
Hispanic	0	0.0%	0	0.0%	4	1.0%
White (Not Hispanic)	425	100.0%	415	100.0%	390	99.0%

## Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	0	0.0%	0	0.0%

## Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	16	17	24
Common Branch	18	15	16
English Grade 8	17	18	16
Mathematics Grade 8	17	18	16
Science Grade 8	17	18	16
Social Studies Grade 8	33	18	16
English Grade 10	18	17	14
Mathematics Grade 10	22	18	12
Science Grade 10	19	18	18
Social Studies Grade 10	18	17	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 are elementary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for elementary level schools in these districts.

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).

### Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.4%		95.2%		96.4%
Student Suspensions	14	3.3%	21	4.9%	18	4.3%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	37.2%	31.6%	27.2%
Reduced Lunch	14.1%	13.7%	19.0%
Public Assistance	1-10%	51-60%	41-50%
Student Stability	100%	97%	100%

### Staff Counts

Staff	2001–2002
Total Teachers	39
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching out of Certification*	3
Teachers with Temporary Licenses	1

\*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\*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	30	19	63%	34	12	35%	28	13	46%
Students with Disabilities	0	0	0%	2	0	0%	3	0	0%
All Students	30	19	63%	36	12	33%	31	13	42%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

## Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	9	16	0	0	6	0
Percent	29%	52%	0%	0%	19%	0%

## Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
3	0	1	4

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					1	0.8%
	Entered GED Program*					1	0.8%
	Total Noncompleters					2	1.6%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	1	0.8%	5	3.8%	1	0.8%
	Entered GED Program*	2	1.5%	2	1.5%	1	0.8%
	Total Noncompleters	3	2.3%	7	5.3%	2	1.6%

\*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)

# Regents Competency Tests

## General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	4	#
Science	4	#	0	0%	4	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	1	#	0	0%	1	#

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	4	#
Science	1	100%	2	#	5	80%
Reading	0	0%	0	0%	2	#
Writing	0	0%	2	#	2	#
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	1	0%	1	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	34	38	32	5	1	3
Number Scoring 55–100	34	38	30	5	#	#
Number Scoring 65–100	31	35	22	3	#	#
Number Scoring 85–100	2	10	10	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	94%	100%	#	#
Percentage of Tested Scoring 65–100	91%	92%	69%	60%	#	#
Percentage of Tested Scoring 85–100	6%	26%	31%	0%	#	#
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	40	69	23	5	1	3
Number Scoring 55–100	16	52	20	1	#	#
Number Scoring 65–100	11	38	13	0	#	#
Number Scoring 85–100	2	8	2	0	#	#
Percentage of Tested Scoring 55–100	40%	75%	87%	20%	#	#
Percentage of Tested Scoring 65–100	28%	55%	57%	0%	#	#
Percentage of Tested Scoring 85–100	5%	12%	9%	0%	#	#
<b>Mathematics A</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>Global Studies (last administered January 2000)</b>						
Number Tested	0			0		
Number Scoring 55–100	0			0		
Number Scoring 65–100	0			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	0%			0%		
Percentage of Tested Scoring 65–100	0%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	35	35	40	1	3	6
Number Scoring 55–100	35	33	37	#	#	4
Number Scoring 65–100	26	20	30	#	#	2
Number Scoring 85–100	6	2	0	#	#	0
Percentage of Tested Scoring 55–100	100%	94%	93%	#	#	67%
Percentage of Tested Scoring 65–100	74%	57%	75%	#	#	33%
Percentage of Tested Scoring 85–100	17%	6%	0%	#	#	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>U.S. History and Government (last administered January 2001)</b>						
Number Tested	35	3		5	0	
Number Scoring 55–100	34	#		5	0	
Number Scoring 65–100	24	#		1	0	
Number Scoring 85–100	7	#		0	0	
Percentage of Tested Scoring 55–100	97%	#		100%	0%	
Percentage of Tested Scoring 65–100	69%	#		20%	0%	
Percentage of Tested Scoring 85–100	20%	#		0%	0%	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		35	36		1	3
Number Scoring 55–100		35	28		#	#
Number Scoring 65–100		25	22		#	#
Number Scoring 85–100		7	3		#	#
Percentage of Tested Scoring 55–100		100%	78%		#	#
Percentage of Tested Scoring 65–100		71%	61%		#	#
Percentage of Tested Scoring 85–100		20%	8%		#	#
<b>Living Environment (first administered June 2001)</b>						
Number Tested		5	34		0	6
Number Scoring 55–100		5	34		0	6
Number Scoring 65–100		5	29		0	5
Number Scoring 85–100		0	4		0	0
Percentage of Tested Scoring 55–100		100%	100%		0%	100%
Percentage of Tested Scoring 65–100		100%	85%		0%	83%
Percentage of Tested Scoring 85–100		0%	12%		0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		63	41		9	6
Number Scoring 55–100		50	39		3	6
Number Scoring 65–100		37	21		2	2
Number Scoring 85–100		9	3		0	0
Percentage of Tested Scoring 55–100		79%	95%		33%	100%
Percentage of Tested Scoring 65–100		59%	51%		22%	33%
Percentage of Tested Scoring 85–100		14%	7%		0%	0%

(Form – G)

# Average Grade Enrollment

## All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	33	34	34	30	33
2001	29	33	33	35	33
2002	34	32	33	35	34

\*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

## Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	3	1	5	2	3
2001	9	4	4	2	5
2002	5	7	3	4	5

\*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

## Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	33	33	34	3	5	5
<b>Comprehensive Spanish</b>						
Number Tested	18	21	12	0	0	0
Number Scoring 55–100	18	21	12	0	0	0
Number Scoring 65–100	18	21	12	0	0	0
Number Scoring 85–100	7	17	10	0	0	0
Percentage of AGE Tested	55%	64%	35%	0%	0%	0%
Percentage of AGE Scoring 55–100	55%	64%	35%	0%	0%	0%
Percentage of AGE Scoring 65–100	55%	64%	35%	0%	0%	0%
Percentage of AGE Scoring 85–100	21%	52%	29%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)



## Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	33	33	34	3	5	5
<b>Sequential Mathematics, Course II</b>						
Number Tested	33	21	28	1	1	2
Number Scoring 55–100	23	16	17	#	#	#
Number Scoring 65–100	17	10	11	#	#	#
Number Scoring 85–100	8	1	4	#	#	#
Percentage of AGE Tested	100%	64%	82%	#	#	#
Percentage of AGE Scoring 55–100	70%	48%	50%	#	#	#
Percentage of AGE Scoring 65–100	52%	30%	32%	#	#	#
Percentage of AGE Scoring 85–100	24%	3%	12%	#	#	#
Percentage of Tested Scoring 65–100	52%	48%	39%	#	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	15	15	6	0	0	0
Number Scoring 55–100	13	14	6	0	0	0
Number Scoring 65–100	8	13	4	0	0	0
Number Scoring 85–100	1	7	2	0	0	0
Percentage of AGE Tested	45%	45%	18%	0%	0%	0%
Percentage of AGE Scoring 55–100	39%	42%	18%	0%	0%	0%
Percentage of AGE Scoring 65–100	24%	39%	12%	0%	0%	0%
Percentage of AGE Scoring 85–100	3%	21%	6%	0%	0%	0%
Percentage of Tested Scoring 65–100	53%	87%	67%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	33	33	34	3	5	5
<b>Earth Science (last administered January 2001)</b>						
Number Tested	53	6		3	0	
Number Scoring 55–100	35	5		#	0	
Number Scoring 65–100	25	4		#	0	
Number Scoring 85–100	7	1		#	0	
Percentage of AGE Tested	161%	18%		#	0%	
Percentage of AGE Scoring 55–100	106%	15%		#	0%	
Percentage of AGE Scoring 65–100	76%	12%		#	0%	
Percentage of AGE Scoring 85–100	21%	3%		#	0%	
Percentage of Tested Scoring 65–100	47%	67%		#	0%	
<b>Biology (last administered January 2001)</b>						
Number Tested	28	10		1	1	
Number Scoring 55–100	19	9		#	#	
Number Scoring 65–100	12	6		#	#	
Number Scoring 85–100	1	0		#	#	
Percentage of AGE Tested	85%	30%		#	#	
Percentage of AGE Scoring 55–100	58%	27%		#	#	
Percentage of AGE Scoring 65–100	36%	18%		#	#	
Percentage of AGE Scoring 85–100	3%	0%		#	#	
Percentage of Tested Scoring 65–100	43%	60%		#	#	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	5	2	0	0	0	0
Number Scoring 55–100	4	#	0	0	0	0
Number Scoring 65–100	1	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of AGE Tested	15%	#	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	12%	#	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	3%	#	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	20%	#	0%	0%	0%	0%

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	33	33	34	3	5	5
<b>Physics (last administered January 2002)</b>						
Number Tested	12	21	0	0	0	0
Number Scoring 55–100	11	17	0	0	0	0
Number Scoring 65–100	7	9	0	0	0	0
Number Scoring 85–100	1	3	0	0	0	0
Percentage of AGE Tested	36%	64%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	33%	52%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	21%	27%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	3%	9%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	58%	43%	0%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			25			1
Number Scoring 55–100			22			#
Number Scoring 65–100			12			#
Number Scoring 85–100			3			#
Percentage of AGE Tested			74%			#
Percentage of AGE Scoring 55–100			65%			#
Percentage of AGE Scoring 65–100			35%			#
Percentage of AGE Scoring 85–100			9%			#
Percentage of Tested Scoring 65–100			48%			#
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			1			0
Number Scoring 55–100			#			0
Number Scoring 65–100			#			0
Number Scoring 85–100			#			0
Percentage of AGE Tested			#			0%
Percentage of AGE Scoring 55–100			#			0%
Percentage of AGE Scoring 65–100			#			0%
Percentage of AGE Scoring 85–100			#			0%
Percentage of Tested Scoring 65–100			#			0%

(Form – M)

# Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	36	94%	34	94%	1	#
Students with Disabilities	8	88%	5	80%	0	0%

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2001</b>	General-Education Students	27	0%	0%	59%	41%
	Students with Disabilities	10	10%	0%	80%	10%
	All Students	37	3%	0%	65%	32%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2002</b>	General-Education Students	29	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	33	0%	48%	45%	6%

(Form – N)

# New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
<b>Middle Level</b>						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

## 1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	30	30	2	2	32	32
Number Scoring 55–64	#	#	#	#	6	3
Number Scoring 65–84	#	#	#	#	18	20
Number Scoring 85–100	#	#	#	#	6	7
Approved Alternatives	#	#	#	#	0	0

## 1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	29	4	33
Number Scoring 55–64	#	#	8
Number Scoring 65–84	#	#	16
Number Scoring 85–100	#	#	5
Approved Alternatives	#	#	0

(Form – O)