

New York State School Report Card Comprehensive Information Report

BEDS Code: 03-06-01-06-0006

Grade Range : 9-12

Name: Susquehanna Valley Senior High School

Principal: David Daniels

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	0	186	217
Tenth	160	176	179
Eleventh	161	153	156
Twelfth	124	158	145
Ungraded Secondary	0	0	0
Total K-12 Enrollment	445	673	697

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	1	0.2%	1	0.1%	2	0.3%
Black (Not Hispanic)	8	1.8%	13	1.9%	12	1.7%
Hispanic	1	0.2%	2	0.3%	5	0.7%
White (Not Hispanic)	435	97.8%	657	97.6%	678	97.3%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	19	0
English Grade 10	18	22	22
Mathematics Grade 10	18	20	19
Science Grade 10	18	24	25
Social Studies Grade 10	19	21	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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary 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).

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	37	8.3%	76	11.3%	80	11.5%

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		92.8%		93.7%		93.4%
Student Suspensions	7	1.6%	33	7.4%	41	6.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.9%	6.1%	6.5%
Public Assistance	21-30%	11-20%	21-30%
Student Stability	100%	96%	97%

Staff Counts

Staff	2002–2003
Total Teachers	53
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	4
Teachers with Temporary Licenses	3

*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	95	70	74%	132	90	68%	116	78	67%
Students with Disabilities	9	3	33%	9	2	22%	8	1	12%
All Students	104	73	70%	141	92	65%	124	79	64%

*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	49	62	1	3	5	4
Percent	40%	50%	1%	2%	4%	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)
8	1	4	12

*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			11		10	
	Entered GED Program*			0		8	
	Total Noncompleters			11		18	
Students with Disabilities	Dropped Out			1		8	
	Entered GED Program*			0		1	
	Total Noncompleters			1		9	
All Students	Dropped Out	0	0.0%	12	1.8%	18	2.6%
	Entered GED Program*	15	3.4%	0	0.0%	9	1.3%
	Total Noncompleters	15	3.4%	12	1.8%	27	3.9%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		656	592
	Number of Students with Disabilities		0	105
	Number of All Students		656	697
	Percent of Enrollment		97%	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%	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	1	#	0	0%	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%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	37	70%
Science	1	#	0	0%	7	43%
Reading	4	#	0	0%	24	96%
Writing	4	#	0	0%	23	91%
Global Studies	1	#	0	0%	17	24%
U.S. Hist & Gov't	2	#	0	0%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	146	136	161	8	10	14
Number Scoring 55–100	145	123	151	7	6	9
Number Scoring 65–100	135	106	140	4	4	6
Number Scoring 85–100	25	33	65	1	1	0
Percentage of Tested Scoring 55–100	99%	90%	94%	88%	60%	64%
Percentage of Tested Scoring 65–100	92%	78%	87%	50%	40%	43%
Percentage of Tested Scoring 85–100	17%	24%	40%	12%	10%	0%
Mathematics A						
Number Tested	67	81	191	5	10	19
Number Scoring 55–100	46	59	160	1	6	10
Number Scoring 65–100	16	39	138	1	4	8
Number Scoring 85–100	0	6	26	0	0	0
Percentage of Tested Scoring 55–100	69%	73%	84%	20%	60%	53%
Percentage of Tested Scoring 65–100	24%	48%	72%	20%	40%	42%
Percentage of Tested Scoring 85–100	0%	7%	14%	0%	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	141	157	192	10	16	27
Number Scoring 55–100	139	138	173	10	7	16
Number Scoring 65–100	126	119	149	6	6	10
Number Scoring 85–100	50	31	42	2	0	0
Percentage of Tested Scoring 55–100	99%	88%	90%	100%	44%	59%
Percentage of Tested Scoring 65–100	89%	76%	78%	60%	38%	37%
Percentage of Tested Scoring 85–100	35%	20%	22%	20%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	144	142	155	6	10	13
Number Scoring 55–100	139	137	151	5	9	11
Number Scoring 65–100	130	110	143	4	4	10
Number Scoring 85–100	69	39	74	1	0	1
Percentage of Tested Scoring 55–100	97%	96%	97%	83%	90%	85%
Percentage of Tested Scoring 65–100	90%	77%	92%	67%	40%	77%
Percentage of Tested Scoring 85–100	48%	27%	48%	17%	0%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	135	174	165	6	17	11
Number Scoring 55–100	135	172	164	6	15	10
Number Scoring 65–100	127	169	156	5	12	6
Number Scoring 85–100	30	57	42	1	1	0
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	88%	91%
Percentage of Tested Scoring 65–100	94%	97%	95%	83%	71%	55%
Percentage of Tested Scoring 85–100	22%	33%	25%	17%	6%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	0	145	139	0	22	15
Number Scoring 55–100	0	133	128	0	17	12
Number Scoring 65–100	0	112	114	0	12	10
Number Scoring 85–100	0	25	46	0	0	0
Percentage of Tested Scoring 55–100	0%	92%	92%	0%	77%	80%
Percentage of Tested Scoring 65–100	0%	77%	82%	0%	55%	67%
Percentage of Tested Scoring 85–100	0%	17%	33%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		92	108		2	3
Number Scoring 55–100		85	107		#	#
Number Scoring 65–100		57	87		#	#
Number Scoring 85–100		3	19		#	#
Percentage of Tested Scoring 55–100		92%	99%		#	#
Percentage of Tested Scoring 65–100		62%	81%		#	#
Percentage of Tested Scoring 85–100		3%	18%		#	#
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	40	13	37	0	0	0
Number Scoring 55–100	38	13	37	0	0	0
Number Scoring 65–100	37	12	35	0	0	0
Number Scoring 85–100	13	2	12	0	0	0
Percentage of Tested Scoring 55–100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	92%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	15%	32%	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	75	80	66	2	2	0
Number Scoring 55–100	74	79	64	#	#	0
Number Scoring 65–100	73	79	64	#	#	0
Number Scoring 85–100	32	51	30	#	#	0
Percentage of Tested Scoring 55–100	99%	99%	97%	#	#	0%
Percentage of Tested Scoring 65–100	97%	99%	97%	#	#	0%
Percentage of Tested Scoring 85–100	43%	64%	45%	#	#	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	132	11	0	7	0	0
Number Scoring 55–100	103	11	0	5	0	0
Number Scoring 65–100	89	5	0	3	0	0
Number Scoring 85–100	31	0	0	2	0	0
Percentage of Tested Scoring 55–100	78%	100%	0%	71%	0%	0%
Percentage of Tested Scoring 65–100	67%	45%	0%	43%	0%	0%
Percentage of Tested Scoring 85–100	23%	0%	0%	29%	0%	0%
Sequential Mathematics, Course III						
Number Tested	83	89	90	2	2	3
Number Scoring 55–100	74	82	78	#	#	#
Number Scoring 65–100	67	73	68	#	#	#
Number Scoring 85–100	32	31	32	#	#	#
Percentage of Tested Scoring 55–100	89%	92%	87%	#	#	#
Percentage of Tested Scoring 65–100	81%	82%	76%	#	#	#
Percentage of Tested Scoring 85–100	39%	35%	36%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	35	94%	59	100%	15	100%
Students with Disabilities	3	#	9	100%	4	#

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	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
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	127	127	127	15	15	15	142	142	142
Number Scoring 55–64	4	17	4	1	3	0	5	20	4
Number Scoring 65–84	68	66	86	6	5	8	74	71	94
Number Scoring 85–100	47	39	34	1	0	0	48	39	34
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)