## Fall Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>29</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>93</td>
<td>112</td>
<td>113</td>
</tr>
<tr>
<td>First</td>
<td>111</td>
<td>86</td>
<td>90</td>
</tr>
<tr>
<td>Second</td>
<td>123</td>
<td>123</td>
<td>86</td>
</tr>
<tr>
<td>Third</td>
<td>118</td>
<td>100</td>
<td>114</td>
</tr>
<tr>
<td>Fourth</td>
<td>114</td>
<td>115</td>
<td>109</td>
</tr>
<tr>
<td>Fifth</td>
<td>103</td>
<td>122</td>
<td>112</td>
</tr>
<tr>
<td>Sixth</td>
<td>139</td>
<td>106</td>
<td>126</td>
</tr>
<tr>
<td>Ungraded Elementary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Seventh</td>
<td>99</td>
<td>130</td>
<td>104</td>
</tr>
<tr>
<td>Eighth</td>
<td>122</td>
<td>102</td>
<td>130</td>
</tr>
<tr>
<td>Ninth</td>
<td>122</td>
<td>113</td>
<td>100</td>
</tr>
<tr>
<td>Tenth</td>
<td>124</td>
<td>116</td>
<td>110</td>
</tr>
<tr>
<td>Eleventh</td>
<td>122</td>
<td>121</td>
<td>118</td>
</tr>
<tr>
<td>Twelfth</td>
<td>129</td>
<td>116</td>
<td>113</td>
</tr>
<tr>
<td>Ungraded Secondary</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Total K-12 Enrollment</td>
<td>1519</td>
<td>1462</td>
<td>1430</td>
</tr>
</tbody>
</table>

## Student Racial/Ethnic Origin

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian, Alaskan, Asian, or Pacific Islander</td>
<td>41</td>
<td>2.7%</td>
<td>39</td>
</tr>
<tr>
<td>Black (Not Hispanic)</td>
<td>13</td>
<td>0.9%</td>
<td>9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6</td>
<td>0.4%</td>
<td>11</td>
</tr>
<tr>
<td>White (Not Hispanic)</td>
<td>1459</td>
<td>96.1%</td>
<td>1403</td>
</tr>
</tbody>
</table>

## Average Class Size

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>15</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Common Branch</td>
<td>18</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>English Grade 8</td>
<td>20</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>Mathematics Grade 8</td>
<td>20</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Science Grade 8</td>
<td>20</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Social Studies Grade 8</td>
<td>20</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>English Grade 10</td>
<td>21</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>Mathematics Grade 10</td>
<td>15</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Science Grade 10</td>
<td>22</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>Social Studies Grade 10</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
</tbody>
</table>

(Form – A)
District Need to Resource Capacity Category

<table>
<thead>
<tr>
<th>N/RC Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>This is a school district with average student needs in relation to district resource capacity.</td>
</tr>
</tbody>
</table>

Similar School Group and Description

<table>
<thead>
<tr>
<th>Similar School Group</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Eligible for Free Lunch</td>
<td>157</td>
<td>10.3%</td>
<td>198</td>
</tr>
</tbody>
</table>

Attendance and Suspension

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Students</td>
<td>% of Enroll.</td>
<td>No. of Students</td>
</tr>
<tr>
<td>Annual Attendance Rate</td>
<td></td>
<td>96.3%</td>
<td></td>
</tr>
<tr>
<td>Student Suspensions</td>
<td>30</td>
<td>1.9%</td>
<td>39</td>
</tr>
</tbody>
</table>

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduced Lunch</td>
<td>6.7%</td>
<td>7.6%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Public Assistance</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Student Stability</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Staff Counts

<table>
<thead>
<tr>
<th>Staff</th>
<th>2002–2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Teachers</td>
<td>104</td>
</tr>
<tr>
<td>Total Other Professional Staff</td>
<td>11</td>
</tr>
<tr>
<td>Total Paraprofessionals</td>
<td>28</td>
</tr>
<tr>
<td>Teaching Out of Certification*</td>
<td>2</td>
</tr>
<tr>
<td>Teachers with Temporary Licenses</td>
<td>1</td>
</tr>
</tbody>
</table>

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.
## High School Graduates and Noncompleters

### High School Graduates Earning Regents Diplomas*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Grads</td>
<td>Regents Diplomas</td>
<td>% Regents Diplomas</td>
</tr>
<tr>
<td>General Education</td>
<td>118</td>
<td>71</td>
<td>60%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>11</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td>All Students</td>
<td>129</td>
<td>73</td>
<td>57%</td>
</tr>
</tbody>
</table>

*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)

<table>
<thead>
<tr>
<th></th>
<th>To 4-year College</th>
<th>To 2-year College</th>
<th>To Other Post-Secondary</th>
<th>To the Military</th>
<th>To Employment</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>61</td>
<td>34</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Percent</td>
<td>53%</td>
<td>29%</td>
<td>1%</td>
<td>3%</td>
<td>3%</td>
<td>11%</td>
</tr>
</tbody>
</table>

### Number of High School Completers with Disabilities in 2002–2003

<table>
<thead>
<tr>
<th>Graduates* (a)</th>
<th>Regents Diplomas (b)</th>
<th>IEP Diplomas or Certificates (c)</th>
<th>All 2002–2003 Completers (a+c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

*Local Diplomas (including local diplomas with Regents endorsements)

### High School Noncompletion Rates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Students</td>
<td>% of Enroll.</td>
<td>No. of Students</td>
<td>% of Enroll.</td>
<td>No. of Students</td>
<td>% of Enroll.</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>Dropped Out</td>
<td>10</td>
<td>11</td>
<td>Entered GED Program*</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Dropped Out</td>
<td>3</td>
<td>1</td>
<td>Entered GED Program*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>All Students</td>
<td>Dropped Out</td>
<td>8</td>
<td>1.6%</td>
<td>13</td>
<td>2.8%</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Entered GED Program*</td>
<td>1</td>
<td>0.2%</td>
<td>1</td>
<td>0.2%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total Noncompleters</td>
<td>9</td>
<td>1.8%</td>
<td>14</td>
<td>3.0%</td>
<td>12</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Grades</th>
<th>2000–01</th>
<th>2001–02</th>
<th>2002–03</th>
</tr>
</thead>
<tbody>
<tr>
<td>K–1</td>
<td>100%</td>
<td>99%</td>
<td></td>
</tr>
<tr>
<td>2–3</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Students Developing a Career Plan, 4–12

<table>
<thead>
<tr>
<th>Grades</th>
<th>2000–01</th>
<th>2001–02</th>
<th>2002–03</th>
</tr>
</thead>
<tbody>
<tr>
<td>4–5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of General-Education Students</td>
<td>196</td>
<td>172</td>
<td></td>
</tr>
<tr>
<td>Number of Students with Disabilities</td>
<td>30</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Number of All Students</td>
<td>226</td>
<td>193</td>
<td></td>
</tr>
<tr>
<td>Percent of Enrollment</td>
<td>95%</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>6–8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of General-Education Students</td>
<td>262</td>
<td>315</td>
<td></td>
</tr>
<tr>
<td>Number of Students with Disabilities</td>
<td>38</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Number of All Students</td>
<td>300</td>
<td>360</td>
<td></td>
</tr>
<tr>
<td>Percent of Enrollment</td>
<td>89%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>9–12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of General-Education Students</td>
<td>183</td>
<td>210</td>
<td></td>
</tr>
<tr>
<td>Number of Students with Disabilities</td>
<td>23</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Number of All Students</td>
<td>206</td>
<td>230</td>
<td></td>
</tr>
<tr>
<td>Percent of Enrollment</td>
<td>44%</td>
<td>52%</td>
<td></td>
</tr>
</tbody>
</table>

Second Language Proficiency Examinations

General-Education Students

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Tested</td>
<td>% Passing</td>
<td>No. Tested</td>
</tr>
<tr>
<td>French</td>
<td>20</td>
<td>95%</td>
<td>10</td>
</tr>
<tr>
<td>German</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Italian</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Latin</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Spanish</td>
<td>88</td>
<td>85%</td>
<td>77</td>
</tr>
</tbody>
</table>

Students with Disabilities

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Tested</td>
<td>% Passing</td>
<td>No. Tested</td>
</tr>
<tr>
<td>French</td>
<td>3</td>
<td>#</td>
<td>1</td>
</tr>
<tr>
<td>German</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Italian</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Latin</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Spanish</td>
<td>5</td>
<td>60%</td>
<td>9</td>
</tr>
</tbody>
</table>

(Form-D)
# Regents Competency Tests

## General-Education Students

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Tested</td>
<td>% Passing</td>
<td>No. Tested</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0</td>
<td>0%</td>
<td>13</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>#</td>
<td>9</td>
</tr>
<tr>
<td>Reading</td>
<td>0</td>
<td>0%</td>
<td>13</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0%</td>
<td>16</td>
</tr>
<tr>
<td>Global Studies</td>
<td>0</td>
<td>0%</td>
<td>5</td>
</tr>
<tr>
<td>U.S. Hist &amp; Gov’t</td>
<td>11</td>
<td>91%</td>
<td>3</td>
</tr>
</tbody>
</table>

## Students with Disabilities

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Tested</td>
<td>% Passing</td>
<td>No. Tested</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>8</td>
<td>88%</td>
<td>1</td>
</tr>
<tr>
<td>Reading</td>
<td>3</td>
<td>#</td>
<td>1</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>Global Studies</td>
<td>3</td>
<td>#</td>
<td>0</td>
</tr>
<tr>
<td>U.S. Hist &amp; Gov’t</td>
<td>5</td>
<td>40%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>All Students</td>
<td>Students with Disabilities</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------</td>
<td>----------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehensive English</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Tested</td>
<td>114</td>
<td>114</td>
<td>114</td>
</tr>
<tr>
<td>Number Scoring 55–100</td>
<td>108</td>
<td>106</td>
<td>103</td>
</tr>
<tr>
<td>Number Scoring 65–100</td>
<td>102</td>
<td>92</td>
<td>95</td>
</tr>
<tr>
<td>Number Scoring 85–100</td>
<td>34</td>
<td>50</td>
<td>52</td>
</tr>
<tr>
<td>Percentage of Tested Scoring 55–100</td>
<td>95%</td>
<td>93%</td>
<td>90%</td>
</tr>
<tr>
<td>Percentage of Tested Scoring 65–100</td>
<td>89%</td>
<td>81%</td>
<td>83%</td>
</tr>
<tr>
<td>Percentage of Tested Scoring 85–100</td>
<td>30%</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td><strong>Mathematics A</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Tested</td>
<td>0</td>
<td>7</td>
<td>118</td>
</tr>
<tr>
<td>Number Scoring 55–100</td>
<td>0</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Number Scoring 65–100</td>
<td>0</td>
<td>1</td>
<td>92</td>
</tr>
<tr>
<td>Number Scoring 85–100</td>
<td>0</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>Percentage of Tested Scoring 55–100</td>
<td>0%</td>
<td>14%</td>
<td>85%</td>
</tr>
<tr>
<td>Percentage of Tested Scoring 65–100</td>
<td>0%</td>
<td>14%</td>
<td>78%</td>
</tr>
<tr>
<td>Percentage of Tested Scoring 85–100</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Mathematics B (first administered June 2001)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Tested</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Number Scoring 55–100</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
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* 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)
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(Form – H)
### Regents Examinations

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#### Sequential Mathematics, Course III

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(Form – 1)
## Introduction to Occupations Examination

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(Form – J)
# New York State Alternate Assessments (NYSAA)
## 2002–2003

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<td>Mathematics</td>
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</tr>
<tr>
<td>Science</td>
<td>2</td>
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### 1999 Cohort Performance on Regents Examinations after Four Years

<table>
<thead>
<tr>
<th></th>
<th>General-Education Students</th>
<th>Students with Disabilities</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Global History &amp; Geo.</td>
<td>U.S. History &amp; Gov’t</td>
<td>Science</td>
</tr>
<tr>
<td>Cohort Enrollment</td>
<td>112</td>
<td>112</td>
<td>112</td>
</tr>
<tr>
<td>Number Scoring 55–64</td>
<td>#</td>
<td>#</td>
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<tr>
<td>Number Scoring 65–84</td>
<td>#</td>
<td>#</td>
<td>#</td>
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<tr>
<td>Number Scoring 85–100</td>
<td>#</td>
<td>#</td>
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</tr>
<tr>
<td>Approved Alternatives</td>
<td>#</td>
<td>#</td>
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</tr>
</tbody>
</table>

(Form – K)