

# New York State District Report Card Comprehensive Information Report

BEDS Code: 08-14-01-04-0000

Name: Georgetown-South Otselic Central School District

Superintendent: Ms. Jane A. Collins

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	33	37	27
First	30	32	36
Second	37	37	31
Third	30	31	37
Fourth	41	29	26
Fifth	39	43	29
Sixth	36	40	47
Ungraded Elementary	0	4	4
Seventh	38	41	45
Eighth	37	41	37
Ninth	39	31	37
Tenth	42	36	38
Eleventh	39	37	39
Twelfth	39	34	37
Ungraded Secondary	0	11	0
Total K-12 Enrollment	480	484	470

## 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	2	0.4%	0	0.0%	0	0.0%
Black (Not Hispanic)	3	0.6%	3	0.6%	3	0.6%
Hispanic	0	0.0%	2	0.4%	4	0.9%
White (Not Hispanic)	475	99.0%	479	99.0%	463	98.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	19	13
Common Branch	18	18	16
English Grade 8	0	20	18
Mathematics Grade 8	12	20	18
Science Grade 8	0	0	29
Social Studies Grade 8	32	20	0
English Grade 10	0	20	1
Mathematics Grade 10	7	14	0
Science Grade 10	15	0	10
Social Studies Grade 10	40	39	12

(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
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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	143	29.8%	130	26.9%	147	31.3%

### 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		94.0%		93.7%		94.5%
Student Suspensions	36	7.3%	34	7.1%	36	7.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.3%	16.5%	14.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	46
Total Other Professional Staff	8
Total Paraprofessionals	13
Teaching Out of Certification*	5
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	28	11	39%	26	6	23%	24	10	42%
Students with Disabilities	6	0	0%	5	0	0%	7	0	0%
All Students	34	11	32%	31	6	19%	31	10	32%

\*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	10	13	1	4	2	1
Percent	32%	42%	3%	13%	6%	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)
7	0	3	10

\*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			1		0	
	Entered GED Program*			3		0	
	Total Noncompleters			4		0	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	3	1.9%	2	1.4%	0	0.0%
	Entered GED Program*	4	2.5%	3	2.1%	0	0.0%
	Total Noncompleters	7	4.4%	5	3.5%	0	0.0%

\*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		98%	98%
2-3		98%	90%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		65	49
	Number of Students with Disabilities		7	6
	Number of All Students		72	55
	Percent of Enrollment		98%	98%
6-8	Number of General-Education Students		94	101
	Number of Students with Disabilities		26	22
	Number of All Students		120	123
	Percent of Enrollment		95%	95%
9-12	Number of General-Education Students		0	35
	Number of Students with Disabilities		0	2
	Number of All Students		0	37
	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	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	0	0%	0	0%	1	#
Science	2	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	3	#
U.S. Hist & Gov't	2	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	2	#	2	#
Science	5	60%	1	#	2	#
Reading	3	#	0	0%	3	#
Writing	2	#	0	0%	4	#
Global Studies	2	#	1	#	3	#
U.S. Hist & Gov't	5	60%	2	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	39	34	34	8	10	5
Number Scoring 55–100	38	32	33	7	8	5
Number Scoring 65–100	34	27	29	5	4	3
Number Scoring 85–100	12	17	13	0	1	0
Percentage of Tested Scoring 55–100	97%	94%	97%	88%	80%	100%
Percentage of Tested Scoring 65–100	87%	79%	85%	62%	40%	60%
Percentage of Tested Scoring 85–100	31%	50%	38%	0%	10%	0%
<b>Mathematics A</b>						
Number Tested	3	15	61	3	2	11
Number Scoring 55–100	#	11	45	#	#	4
Number Scoring 65–100	#	9	31	#	#	2
Number Scoring 85–100	#	0	6	#	#	0
Percentage of Tested Scoring 55–100	#	73%	74%	#	#	36%
Percentage of Tested Scoring 65–100	#	60%	51%	#	#	18%
Percentage of Tested Scoring 85–100	#	0%	10%	#	#	0%
<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	37	38	51	4	6	7
Number Scoring 55–100	36	25	46	#	5	6
Number Scoring 65–100	27	18	41	#	3	5
Number Scoring 85–100	8	6	11	#	0	0
Percentage of Tested Scoring 55–100	97%	66%	90%	#	83%	86%
Percentage of Tested Scoring 65–100	73%	47%	80%	#	50%	71%
Percentage of Tested Scoring 85–100	22%	16%	22%	#	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	10	6	36	2	0	4
Number Scoring 55–100	8	6	34	#	0	#
Number Scoring 65–100	5	5	28	#	0	#
Number Scoring 85–100	1	0	9	#	0	#
Percentage of Tested Scoring 55–100	80%	100%	94%	#	0%	#
Percentage of Tested Scoring 65–100	50%	83%	78%	#	0%	#
Percentage of Tested Scoring 85–100	10%	0%	25%	#	0%	#

(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	18	26	24	0	2	3
Number Scoring 55–100	18	26	24	0	#	#
Number Scoring 65–100	18	25	23	0	#	#
Number Scoring 85–100	5	8	6	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	96%	96%	0%	#	#
Percentage of Tested Scoring 85–100	28%	31%	25%	0%	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	30	39	43	1	5	5
Number Scoring 55–100	28	37	40	#	5	4
Number Scoring 65–100	24	33	36	#	4	2
Number Scoring 85–100	7	11	6	#	0	1
Percentage of Tested Scoring 55–100	93%	95%	93%	#	100%	80%
Percentage of Tested Scoring 65–100	80%	85%	84%	#	80%	40%
Percentage of Tested Scoring 85–100	23%	28%	14%	#	0%	20%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		19	17		0	1
Number Scoring 55–100		17	15		0	#
Number Scoring 65–100		13	11		0	#
Number Scoring 85–100		2	2		0	#
Percentage of Tested Scoring 55–100		89%	88%		0%	#
Percentage of Tested Scoring 65–100		68%	65%		0%	#
Percentage of Tested Scoring 85–100		11%	12%		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	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 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	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 Hebrew</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 Spanish</b>						
Number Tested	7	14	14	0	0	0
Number Scoring 55–100	7	13	13	0	0	0
Number Scoring 65–100	7	13	10	0	0	0
Number Scoring 85–100	3	3	4	0	0	0
Percentage of Tested Scoring 55–100	100%	93%	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	93%	71%	0%	0%	0%
Percentage of Tested Scoring 85–100	43%	21%	29%	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 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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	28	5	1	1	0	0
Number Scoring 55–100	22	4	#	#	0	0
Number Scoring 65–100	17	2	#	#	0	0
Number Scoring 85–100	8	0	#	#	0	0
Percentage of Tested Scoring 55–100	79%	80%	#	#	0%	0%
Percentage of Tested Scoring 65–100	61%	40%	#	#	0%	0%
Percentage of Tested Scoring 85–100	29%	0%	#	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	13	19	19	0	0	2
Number Scoring 55–100	13	14	15	0	0	#
Number Scoring 65–100	13	12	14	0	0	#
Number Scoring 85–100	3	7	2	0	0	#
Percentage of Tested Scoring 55–100	100%	74%	79%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	63%	74%	0%	0%	#
Percentage of Tested Scoring 85–100	23%	37%	11%	0%	0%	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	22	100%	25	100%	18	83%
Students with Disabilities	13	62%	9	89%	6	100%

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	23	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	27	0%	7%	89%	4%

### 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	29	0%	34%	62%	3%
	Students with Disabilities	6	50%	50%	0%	0%
	All Students	35	9%	37%	51%	3%

(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	26	26	26	10	10	10	36	36	36
Number Scoring 55–64	3	4	4	1	3	2	4	7	6
Number Scoring 65–84	14	18	11	6	3	5	20	21	16
Number Scoring 85–100	8	4	10	0	0	0	8	4	10
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)