

New York State School Report Card Comprehensive Information Report

BEDS Code: 42-16-01-06-0002
 Name: Skaneateles Senior High School
 Principal: Georgette Hoskins

Grade Range : 9-12

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	154	168	132
Tenth	172	155	176
Eleventh	161	161	156
Twelfth	147	159	164
Ungraded Secondary	0	0	0
Total K-12 Enrollment	634	643	628

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	4	0.6%	6	0.9%	10	1.6%
Black (Not Hispanic)	0	0.0%	0	0.0%	0	0.0%
Hispanic	0	0.0%	1	0.2%	1	0.2%
White (Not Hispanic)	630	99.4%	636	98.9%	617	98.2%

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	0	0
English Grade 10	19	17	19
Mathematics Grade 10	17	19	17
Science Grade 10	24	14	24
Social Studies Grade 10	21	20	21

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low 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%	2	0.3%
Eligible for Free Lunch	16	2.5%	15	2.3%	18	2.9%

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		95.3%		95.3%		95.9%
Student Suspensions	26	4.1%	22	3.5%	15	2.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.5%	2.5%	1.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	92%	96%	99%

Staff Counts

Staff	2002–2003
Total Teachers	52
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

*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	129	98	76%	149	134	90%	143	122	85%
Students with Disabilities	10	0	0%	5	0	0%	8	2	25%
All Students	139	98	71%	154	134	87%	151	124	82%

*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	97	41	3	1	5	4
Percent	64%	27%	2%	1%	3%	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	2	0	8

*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			2		1	
	Entered GED Program*			4		2	
	Total Noncompleters			6		3	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		2	
	Total Noncompleters			0		2	
All Students	Dropped Out	2	0.3%	2	0.3%	1	0.2%
	Entered GED Program*	2	0.3%	4	0.6%	4	0.6%
	Total Noncompleters	4	0.6%	6	0.9%	5	0.8%

*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		609	584
	Number of Students with Disabilities		34	44
	Number of All Students		643	628
	Percent of Enrollment		100%	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	28	100%	31	100%	16	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	46	96%	50	98%	48	100%

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%	4	#

(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%	0	0%
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	3	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	4	#	4	#
Science	1	#	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	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	151	156	152	6	8	5
Number Scoring 55–100	150	156	150	6	8	4
Number Scoring 65–100	148	146	145	6	4	3
Number Scoring 85–100	97	107	93	1	1	1
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	100%	80%
Percentage of Tested Scoring 65–100	98%	94%	95%	100%	50%	60%
Percentage of Tested Scoring 85–100	64%	69%	61%	17%	12%	20%
Mathematics A						
Number Tested	0	93	148	0	4	7
Number Scoring 55–100	0	92	148	0	#	7
Number Scoring 65–100	0	90	145	0	#	7
Number Scoring 85–100	0	44	117	0	#	3
Percentage of Tested Scoring 55–100	0%	99%	100%	0%	#	100%
Percentage of Tested Scoring 65–100	0%	97%	98%	0%	#	100%
Percentage of Tested Scoring 85–100	0%	47%	79%	0%	#	43%
Mathematics B (first administered June 2001)						
Number Tested	0	0	54	0	0	1
Number Scoring 55–100	0	0	54	0	0	#
Number Scoring 65–100	0	0	54	0	0	#
Number Scoring 85–100	0	0	27	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	50%	0%	0%	#
Global History and Geography						
Number Tested	159	151	171	8	5	10
Number Scoring 55–100	159	151	170	8	5	10
Number Scoring 65–100	156	150	167	8	5	9
Number Scoring 85–100	103	93	128	1	3	2
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	99%	98%	100%	100%	90%
Percentage of Tested Scoring 85–100	65%	62%	75%	12%	60%	20%
U.S. History and Government (first administered June 2001)						
Number Tested	151	153	154	6	7	6
Number Scoring 55–100	149	153	154	6	7	6
Number Scoring 65–100	144	148	151	5	6	6
Number Scoring 85–100	110	81	122	3	0	3
Percentage of Tested Scoring 55–100	99%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	95%	97%	98%	83%	86%	100%
Percentage of Tested Scoring 85–100	73%	53%	79%	50%	0%	50%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	143	139	161	3	3	7
Number Scoring 55–100	143	139	161	#	#	7
Number Scoring 65–100	142	139	161	#	#	7
Number Scoring 85–100	57	96	111	#	#	2
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65–100	99%	100%	100%	#	#	100%
Percentage of Tested Scoring 85–100	40%	69%	69%	#	#	29%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	149	167	117	7	10	6
Number Scoring 55–100	149	167	117	7	10	6
Number Scoring 65–100	146	161	117	6	7	6
Number Scoring 85–100	91	119	96	1	3	5
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	96%	100%	86%	70%	100%
Percentage of Tested Scoring 85–100	61%	71%	82%	14%	30%	83%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		134	136		2	3
Number Scoring 55–100		133	134		#	#
Number Scoring 65–100		128	130		#	#
Number Scoring 85–100		22	39		#	#
Percentage of Tested Scoring 55–100		99%	99%		#	#
Percentage of Tested Scoring 65–100		96%	96%		#	#
Percentage of Tested Scoring 85–100		16%	29%		#	#
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	33	34	45	0	0	0
Number Scoring 55–100	33	34	45	0	0	0
Number Scoring 65–100	32	33	45	0	0	0
Number Scoring 85–100	16	19	32	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	48%	56%	71%	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	79	76	62	1	0	0
Number Scoring 55–100	79	76	62	#	0	0
Number Scoring 65–100	78	76	62	#	0	0
Number Scoring 85–100	60	59	53	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	99%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	76%	78%	85%	#	0%	0%
Comprehensive Latin						
Number Tested	21	13	12	0	0	0
Number Scoring 55–100	21	13	12	0	0	0
Number Scoring 65–100	21	13	12	0	0	0
Number Scoring 85–100	18	13	11	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	86%	100%	92%	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	152	158	0	0	2	0
Number Scoring 55–100	140	158	0	0	#	0
Number Scoring 65–100	126	155	0	0	#	0
Number Scoring 85–100	69	105	0	0	#	0
Percentage of Tested Scoring 55–100	92%	100%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	83%	98%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	45%	66%	0%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	123	125	70	1	1	0
Number Scoring 55–100	121	124	68	#	#	0
Number Scoring 65–100	116	120	65	#	#	0
Number Scoring 85–100	74	78	33	#	#	0
Percentage of Tested Scoring 55–100	98%	99%	97%	#	#	0%
Percentage of Tested Scoring 65–100	94%	96%	93%	#	#	0%
Percentage of Tested Scoring 85–100	60%	62%	47%	#	#	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	33	100%	16	100%	20	100%
Students with Disabilities	1	#	1	#	8	88%

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	143	143	143	11	11	11	154	154	154
Number Scoring 55–64	0	3	1	0	1	1	0	4	2
Number Scoring 65–84	41	59	53	6	6	5	47	65	58
Number Scoring 85–100	99	79	87	1	1	1	100	80	88
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)