

New York State District Report Card Comprehensive Information Report

BEDS Code: 05-07-01-04-0000
 Name: Southern Cayuga Central School District
 Superintendent: Peter F. Cardamone

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	17	18	18
Kindergarten	66	48	53
First	70	61	51
Second	65	64	59
Third	84	69	67
Fourth	80	78	67
Fifth	80	81	79
Sixth	84	82	85
Ungraded Elementary	0	0	0
Seventh	105	83	83
Eighth	106	97	80
Ninth	95	105	108
Tenth	96	102	84
Eleventh	98	95	92
Twelfth	76	103	83
Ungraded Secondary	24	0	1
Total K-12 Enrollment	1129	1068	992

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	14	1.2%	9	0.8%	11	1.1%
Black (Not Hispanic)	17	1.5%	7	0.7%	7	0.7%
Hispanic	10	0.9%	14	1.3%	14	1.4%
White (Not Hispanic)	1088	96.4%	1038	97.2%	960	96.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	16	19
Common Branch	18	17	19
English Grade 8	16	18	14
Mathematics Grade 8	0	15	15
Science Grade 8	22	18	19
Social Studies Grade 8	20	19	19
English Grade 10	18	21	20
Mathematics Grade 10	16	16	16
Science Grade 10	20	18	20
Social Studies Grade 10	18	21	19

(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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	3	0.3%	3	0.3%
Eligible for Free Lunch	220	19.5%	302	28.3%	225	22.7%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.5%		94.8%		94.8%
Student Suspensions	80	6.7%	81	7.2%	59	5.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.4%	1.0%	7.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	95
Total Other Professional Staff	16
Total Paraprofessionals	26
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	63	45	71%	75	59	79%	70	52	74%
Students with Disabilities	4	3	75%	11	1	9%	5	1	20%
All Students	67	48	72%	86	60	70%	75	53	71%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	20	41	0	1	7	6
Percent	27%	55%	0%	1%	9%	8%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
5	1	4	9

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	3		4		8	2.4%
	Entered GED Program*	5		2		5	1.5%
	Total Noncompleters	8		6		13	3.9%
Students with Disabilities	Dropped Out	0		0		4	8.5%
	Entered GED Program*	1		1		0	0.0%
	Total Noncompleters	1		1		4	8.5%
All Students	Dropped Out	3	0.8%	4	1.0%	12	3.1%
	Entered GED Program*	6	1.6%	3	0.7%	5	1.3%
	Total Noncompleters	9	2.4%	7	1.7%	17	4.5%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	73	224	144
	Number of Students with Disabilities	11	38	24
	Number of All Students	84	262	168
	Percent of Enrollment	28%	100%	68%
9-12	Number of General-Education Students	0	347	321
	Number of Students with Disabilities	0	58	45
	Number of All Students	0	405	366
	Percent of Enrollment	0%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	32		
Completed and Passed Regents Exams	28	88%	77%
Completed and had Course Average of 75% or More	26	81%	81%
Completed and Attained a HS Diploma or Equivalent	29	91%	96%
Completed and Whose Status is Known	32		
Completed and Were Successfully Placed	32	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	6	20%	30%
Underrepresented Gender Members Who Completed	0	.	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	33	100%	0	0%	41	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	39	100%	0	0%	28	93%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
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%	1	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	50%	1	#	8	63%
Science	3	#	2	#	1	#
Reading	2	#	0	0%	4	#
Writing	2	#	0	0%	4	#
Global Studies	2	#	0	0%	2	#
U.S. Hist & Gov't	2	#	0	0%	3	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	14%	11	55%	4	#
Science	5	60%	7	71%	0	0%
Reading	11	100%	2	#	5	100%
Writing	11	82%	3	#	5	100%
Global Studies	3	#	6	50%	5	60%
U.S. Hist & Gov't	11	55%	5	40%	5	100%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	91	79	87	11	4	5
Number Scoring 55-100	84	74	87	5	#	5
Number Scoring 65-100	79	70	82	3	#	3
Number Scoring 85-100	47	35	52	1	#	1
Percentage of Tested Scoring 55-100	92%	94%	100%	45%	#	100%
Percentage of Tested Scoring 65-100	87%	89%	94%	27%	#	60%
Percentage of Tested Scoring 85-100	52%	44%	60%	9%	#	20%
Mathematics A						
Number Tested	25	85	78	3	6	5
Number Scoring 55-100	7	72	74	#	5	5
Number Scoring 65-100	5	62	73	#	5	5
Number Scoring 85-100	0	19	19	#	1	0
Percentage of Tested Scoring 55-100	28%	85%	95%	#	83%	100%
Percentage of Tested Scoring 65-100	20%	73%	94%	#	83%	100%
Percentage of Tested Scoring 85-100	0%	22%	24%	#	17%	0%
Mathematics B						
Number Tested	0	0	41	0	0	1
Number Scoring 55-100	0	0	37	0	0	#
Number Scoring 65-100	0	0	32	0	0	#
Number Scoring 85-100	0	0	5	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	90%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	78%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	12%	0%	0%	#
Global History and Geography						
Number Tested	92	90	84	7	6	9
Number Scoring 55-100	87	82	80	7	4	6
Number Scoring 65-100	76	77	68	4	4	3
Number Scoring 85-100	22	38	25	0	2	0
Percentage of Tested Scoring 55-100	95%	91%	95%	100%	67%	67%
Percentage of Tested Scoring 65-100	83%	86%	81%	57%	67%	33%
Percentage of Tested Scoring 85-100	24%	42%	30%	0%	33%	0%
U.S. History and Government						
Number Tested	89	81	80	10	3	4
Number Scoring 55-100	81	80	78	6	#	#
Number Scoring 65-100	80	78	74	6	#	#
Number Scoring 85-100	34	40	51	1	#	#
Percentage of Tested Scoring 55-100	91%	99%	97%	60%	#	#
Percentage of Tested Scoring 65-100	90%	96%	93%	60%	#	#
Percentage of Tested Scoring 85-100	38%	49%	64%	10%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	81	2	71	3	0	8
Number Scoring 55-100	79	#	68	#	0	7
Number Scoring 65-100	76	#	67	#	0	7
Number Scoring 85-100	26	#	19	#	0	0
Percentage of Tested Scoring 55-100	98%	#	96%	#	0%	88%
Percentage of Tested Scoring 65-100	94%	#	94%	#	0%	88%
Percentage of Tested Scoring 85-100	32%	#	27%	#	0%	0%
Physical Setting/Earth Science						
Number Tested	97	88	68	8	10	7
Number Scoring 55-100	83	77	52	5	6	5
Number Scoring 65-100	74	63	43	3	4	3
Number Scoring 85-100	23	19	8	1	0	0
Percentage of Tested Scoring 55-100	86%	88%	76%	62%	60%	71%
Percentage of Tested Scoring 65-100	76%	72%	63%	38%	40%	43%
Percentage of Tested Scoring 85-100	24%	22%	12%	12%	0%	0%
Physical Setting/Chemistry						
Number Tested	50	57	47	1	1	1
Number Scoring 55-100	48	47	45	#	#	#
Number Scoring 65-100	34	31	38	#	#	#
Number Scoring 85-100	9	3	11	#	#	#
Percentage of Tested Scoring 55-100	96%	82%	96%	#	#	#
Percentage of Tested Scoring 65-100	68%	54%	81%	#	#	#
Percentage of Tested Scoring 85-100	18%	5%	23%	#	#	#
Physical Setting/Physics						
Number Tested			7			0
Number Scoring 55-100			7			0
Number Scoring 65-100			5			0
Number Scoring 85-100			1			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			71%			0%
Percentage of Tested Scoring 85-100			14%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	36	24	23	1	1	1
Number Scoring 55-100	36	24	23	#	#	#
Number Scoring 65-100	34	24	23	#	#	#
Number Scoring 85-100	8	16	11	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	94%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	22%	67%	48%	#	#	#
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	33	24	12	2	0	0
Number Scoring 55-100	32	24	12	#	0	0
Number Scoring 65-100	32	24	12	#	0	0
Number Scoring 85-100	12	19	5	#	0	0
Percentage of Tested Scoring 55-100	97%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	97%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	36%	79%	42%	#	0%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	36	54	4	0	0	0
Number Scoring 55-100	32	45	#	0	0	0
Number Scoring 65-100	29	36	#	0	0	0
Number Scoring 85-100	17	13	#	0	0	0
Percentage of Tested Scoring 55-100	89%	83%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	81%	67%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	47%	24%	#	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	43	100%	36	83%	23	74%
Students with Disabilities	9	67%	4	#	1	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	72	1%	7%	65%	26%
	Students with Disabilities	6	17%	17%	67%	0%
	All Students	78	3%	8%	65%	24%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	72	0%	22%	57%	21%
	Students with Disabilities	6	17%	67%	17%	0%
	All Students	78	1%	26%	54%	19%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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	2	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	0	#	#	#	#

2000 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	80	80	80	9	9	9	89	89	89
Number Scoring 55–64	3	1	2	1	0	1	4	1	3
Number Scoring 65–84	46	33	41	4	1	3	50	34	44
Number Scoring 85–100	21	38	29	0	1	0	21	39	29
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)