

New York State District Report Card Comprehensive Information Report

BEDS Code: 07-09-01-06-0000
 Name: Horseheads Central School District
 Superintendent: William Congdon

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	284	286	258
First	313	294	284
Second	271	304	296
Third	356	284	304
Fourth	288	358	292
Fifth	294	304	356
Sixth	334	307	336
Ungraded Elementary	51	22	26
Seventh	382	392	337
Eighth	392	370	379
Ninth	405	431	392
Tenth	378	366	388
Eleventh	354	351	370
Twelfth	304	367	350
Ungraded Secondary	0	26	10
Total K-12 Enrollment	4406	4462	4378

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	109	2.5%	102	2.3%	90	2.1%
Black (Not Hispanic)	84	1.9%	98	2.2%	96	2.2%
Hispanic	22	0.5%	22	0.5%	42	1.0%
White (Not Hispanic)	4191	95.1%	4240	95.0%	4150	94.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	20	19
Common Branch	20	20	21
English Grade 8	21	22	21
Mathematics Grade 8	22	22	21
Science Grade 8	21	21	21
Social Studies Grade 8	22	21	21
English Grade 10	24	20	23
Mathematics Grade 10	26	25	23
Science Grade 10	22	23	21
Social Studies Grade 10	26	25	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
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	13	0.3%	8	0.2%	11	0.3%
Eligible for Free Lunch	485	11.0%	553	12.4%	533	12.2%

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		96.1%		96.1%		96.2%
Student Suspensions	159	3.5%	144	3.3%	125	2.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.3%	5.0%	7.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	304
Total Other Professional Staff	47
Total Paraprofessionals	65
Teaching Out of Certification*	7

*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	301	215	71%	26	10	38%	313	245	78%
Students with Disabilities	19	4	21%	2	0	0%	14	4	29%
All Students	320	219	68%	28	10	36%	327	249	76%

*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	133	153	9	12	20	0
Percent	41%	47%	3%	4%	6%	0%

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)
14	4	3	17

*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	25		17		17	1.3%
	Entered GED Program*	0		11		20	1.5%
	Total Noncompleters	25		28		37	2.7%
Students with Disabilities	Dropped Out	8		7		2	1.4%
	Entered GED Program*	0		1		4	2.9%
	Total Noncompleters	8		8		6	4.3%
All Students	Dropped Out	33	2.3%	24	1.6%	19	1.3%
	Entered GED Program*	0	0.0%	12	0.8%	24	1.6%
	Total Noncompleters	33	2.3%	36	2.4%	43	2.9%

*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	25%	0%	0%
2-3	23%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	124	0	0
	Number of Students with Disabilities	3	0	0
	Number of All Students	127	0	0
	Percent of Enrollment	21%	0%	0%
6-8	Number of General-Education Students	432	327	348
	Number of Students with Disabilities	39	51	26
	Number of All Students	471	378	374
	Percent of Enrollment	42%	35%	35%
9-12	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%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	47		
Completed and Passed Regents Exams	47	100%	77%
Completed and had Course Average of 75% or More	47	100%	81%
Completed and Attained a HS Diploma or Equivalent	47	100%	96%
Completed and Whose Status is Known	47		
Completed and Were Successfully Placed	47	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	4	44%	30%
Underrepresented Gender Members Who Completed	2	12%	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	0	0%	0	0%	87	98%
German	0	0%	0	0%	27	85%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	22	100%
Spanish	0	0%	0	0%	188	89%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	2	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	100%	18	94%	13	100%
Science	8	100%	13	77%	8	100%
Reading	3	#	5	100%	10	90%
Writing	3	#	7	86%	10	100%
Global Studies	1	#	16	38%	9	44%
U.S. Hist & Gov't	4	#	8	63%	9	78%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	57	68%	27	93%	29	66%
Science	15	87%	34	71%	42	76%
Reading	19	95%	15	93%	14	93%
Writing	21	67%	17	94%	22	100%
Global Studies	4	#	28	43%	20	65%
U.S. Hist & Gov't	13	23%	13	77%	6	67%

(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	391	369	367	33	30	27
Number Scoring 55-100	365	328	343	20	12	18
Number Scoring 65-100	332	291	324	10	5	9
Number Scoring 85-100	145	130	182	1	0	0
Percentage of Tested Scoring 55-100	93%	89%	93%	61%	40%	67%
Percentage of Tested Scoring 65-100	85%	79%	88%	30%	17%	33%
Percentage of Tested Scoring 85-100	37%	35%	50%	3%	0%	0%
Mathematics A						
Number Tested	376	420	425	11	26	32
Number Scoring 55-100	302	350	418	4	12	28
Number Scoring 65-100	236	299	387	2	9	21
Number Scoring 85-100	98	98	170	1	0	2
Percentage of Tested Scoring 55-100	80%	83%	98%	36%	46%	88%
Percentage of Tested Scoring 65-100	63%	71%	91%	18%	35%	66%
Percentage of Tested Scoring 85-100	26%	23%	40%	9%	0%	6%
Mathematics B						
Number Tested	0	195	257	0	0	1
Number Scoring 55-100	0	157	222	0	0	#
Number Scoring 65-100	0	128	190	0	0	#
Number Scoring 85-100	0	25	65	0	0	#
Percentage of Tested Scoring 55-100	0%	81%	86%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	66%	74%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	13%	25%	0%	0%	#
Global History and Geography						
Number Tested	453	439	384	42	34	49
Number Scoring 55-100	410	375	328	29	18	30
Number Scoring 65-100	349	333	283	15	12	16
Number Scoring 85-100	119	121	106	0	1	0
Percentage of Tested Scoring 55-100	91%	85%	85%	69%	53%	61%
Percentage of Tested Scoring 65-100	77%	76%	74%	36%	35%	33%
Percentage of Tested Scoring 85-100	26%	28%	28%	0%	3%	0%
U.S. History and Government						
Number Tested	389	370	350	36	26	22
Number Scoring 55-100	368	343	333	29	18	19
Number Scoring 65-100	342	318	312	19	13	14
Number Scoring 85-100	137	145	167	0	2	2
Percentage of Tested Scoring 55-100	95%	93%	95%	81%	69%	86%
Percentage of Tested Scoring 65-100	88%	86%	89%	53%	50%	64%
Percentage of Tested Scoring 85-100	35%	39%	48%	0%	8%	9%

(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	338	334	318	9	15	8
Number Scoring 55-100	337	317	318	9	14	8
Number Scoring 65-100	333	309	309	8	14	7
Number Scoring 85-100	110	129	95	0	1	0
Percentage of Tested Scoring 55-100	100%	95%	100%	100%	93%	100%
Percentage of Tested Scoring 65-100	99%	93%	97%	89%	93%	88%
Percentage of Tested Scoring 85-100	33%	39%	30%	0%	7%	0%
Physical Setting/Earth Science						
Number Tested	439	467	357	43	45	14
Number Scoring 55-100	397	397	341	36	14	11
Number Scoring 65-100	333	341	312	21	9	8
Number Scoring 85-100	129	145	111	0	1	1
Percentage of Tested Scoring 55-100	90%	85%	96%	84%	31%	79%
Percentage of Tested Scoring 65-100	76%	73%	87%	49%	20%	57%
Percentage of Tested Scoring 85-100	29%	31%	31%	0%	2%	7%
Physical Setting/Chemistry						
Number Tested	124	224	228	1	1	0
Number Scoring 55-100	119	209	227	#	#	0
Number Scoring 65-100	94	179	204	#	#	0
Number Scoring 85-100	23	50	70	#	#	0
Percentage of Tested Scoring 55-100	96%	93%	100%	#	#	0%
Percentage of Tested Scoring 65-100	76%	80%	89%	#	#	0%
Percentage of Tested Scoring 85-100	19%	22%	31%	#	#	0%
Physical Setting/Physics						
Number Tested			89			0
Number Scoring 55-100			89			0
Number Scoring 65-100			88			0
Number Scoring 85-100			56			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			99%			0%
Percentage of Tested Scoring 85-100			63%			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	72	74	84	1	0	0
Number Scoring 55-100	68	68	83	#	0	0
Number Scoring 65-100	53	61	75	#	0	0
Number Scoring 85-100	7	18	24	#	0	0
Percentage of Tested Scoring 55-100	94%	92%	99%	#	0%	0%
Percentage of Tested Scoring 65-100	74%	82%	89%	#	0%	0%
Percentage of Tested Scoring 85-100	10%	24%	29%	#	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	19	19	17	0	0	0
Number Scoring 55-100	19	19	17	0	0	0
Number Scoring 65-100	14	19	16	0	0	0
Number Scoring 85-100	4	7	6	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	74%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	21%	37%	35%	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	165	161	180	1	2	0
Number Scoring 55-100	163	160	179	#	#	0
Number Scoring 65-100	161	149	175	#	#	0
Number Scoring 85-100	108	72	75	#	#	0
Percentage of Tested Scoring 55-100	99%	99%	99%	#	#	0%
Percentage of Tested Scoring 65-100	98%	93%	97%	#	#	0%
Percentage of Tested Scoring 85-100	65%	45%	42%	#	#	0%
Comprehensive Latin						
Number Tested	25	12	14	0	0	0
Number Scoring 55-100	25	12	14	0	0	0
Number Scoring 65-100	25	12	14	0	0	0
Number Scoring 85-100	19	10	8	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	76%	83%	57%	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	279	31	0	4	0	0
Number Scoring 55-100	259	26	0	#	0	0
Number Scoring 65-100	235	20	0	#	0	0
Number Scoring 85-100	128	4	0	#	0	0
Percentage of Tested Scoring 55-100	93%	84%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	84%	65%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	46%	13%	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	35	86%	110	93%	77	95%
Students with Disabilities	5	60%	32	63%	11	64%

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	306	2%	6%	56%	37%
	Students with Disabilities	46	28%	11%	61%	0%
	All Students	352	5%	6%	57%	32%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	343	0%	31%	54%	15%
	Students with Disabilities	35	3%	77%	20%	0%
	All Students	378	0%	35%	51%	14%

(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	5	0	0	2	1	2
Middle Level						
Social Studies	4	0	#	#	#	#
Secondary Level						
English Language Arts	7	0	0	0	0	7
Social Studies	7	0	0	1	2	4
Mathematics	7	0	0	0	3	4
Science	6	0	0	0	2	4

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	308	308	308	32	32	32	340	340	340
Number Scoring 55–64	13	10	10	7	4	6	20	14	16
Number Scoring 65–84	170	136	156	11	10	10	181	146	166
Number Scoring 85–100	117	146	133	1	1	0	118	147	133
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			7			0
Beginning (0-18)			2			0
Intermediate (19-31)			0			0
Advanced (32-36)			3			0
Proficient (37-39)			2			0
Reading and Writing (Grade K-1)						
Number Tested			7			0
Beginning (0-14)			1			0
Intermediate (15-24)			0			0
Advanced (25-32)			6			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
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 2-4)						
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 5-6)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			2			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 – 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			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			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)