

New York State District Report Card Comprehensive Information Report

BEDS Code: 12-16-01-06-0000
 Name: Sidney Central School District
 Superintendent: Dominic A. Nuciforo, Sr.

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	73	90	75
First	91	83	80
Second	102	99	88
Third	106	103	85
Fourth	110	110	104
Fifth	94	111	111
Sixth	109	110	117
Ungraded Elementary	17	15	16
Seventh	114	107	115
Eighth	119	110	102
Ninth	123	142	115
Tenth	110	99	138
Eleventh	118	114	101
Twelfth	111	112	110
Ungraded Secondary	9	8	0
Total K-12 Enrollment	1406	1413	1357

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	32	2.3%	24	1.7%	25	1.8%
Black (Not Hispanic)	27	1.9%	22	1.6%	28	2.1%
Hispanic	36	2.6%	39	2.8%	35	2.6%
White (Not Hispanic)	1311	93.2%	1328	94.0%	1269	93.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	15	18	15
Common Branch	17	17	19
English Grade 8	23	17	14
Mathematics Grade 8	23	21	0
Science Grade 8	23	21	16
Social Studies Grade 8	23	21	16
English Grade 10	16	0	16
Mathematics Grade 10	22	13	16
Science Grade 10	0	0	0
Social Studies Grade 10	19	18	18

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.2%	5	0.4%	4	0.3%
Eligible for Free Lunch	366	26.0%	389	27.5%	382	28.2%

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		94.8%		94.3%		94.6%
Student Suspensions	50	3.4%	80	5.7%	43	3.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	10.9%	9.1%	9.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	122
Total Other Professional Staff	22
Total Paraprofessionals	53
Teaching Out of Certification*	4

*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	72	50	69%	9	0	0%	87	52	60%
Students with Disabilities	8	0	0%	7	1	14%	4	1	25%
All Students	80	50	62%	16	1	6%	91	53	58%

*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	39	32	1	5	8	6
Percent	43%	35%	1%	5%	9%	7%

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)
4	1	5	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	2		5		12	3.0%
	Entered GED Program*	1		3		8	2.0%
	Total Noncompleters	3		8		20	5.1%
Students with Disabilities	Dropped Out	2		5		4	4.5%
	Entered GED Program*	0		4		2	2.3%
	Total Noncompleters	2		9		6	6.8%
All Students	Dropped Out	4	0.8%	10	2.1%	16	3.3%
	Entered GED Program*	1	0.2%	7	1.5%	10	2.1%
	Total Noncompleters	5	1.1%	17	3.6%	26	5.4%

*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	264	265	269
	Number of Students with Disabilities	78	62	65
	Number of All Students	342	327	334
	Percent of Enrollment	98%	99%	99%
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	13		
Completed and Passed Regents Exams	9	69%	77%
Completed and had Course Average of 75% or More	13	100%	81%
Completed and Attained a HS Diploma or Equivalent	13	100%	96%
Completed and Whose Status is Known	13		
Completed and Were Successfully Placed	12	92%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	17	49%	30%
Underrepresented Gender Members Who Completed	3	50%	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	64	83%	0	0%	37	89%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	119	97%	0	0%	42	67%

Students with Disabilities

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

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	63%	0	0%	19	79%
Science	18	61%	0	0%	13	69%
Reading	3	#	0	0%	7	71%
Writing	1	#	0	0%	8	63%
Global Studies	11	18%	0	0%	11	27%
U.S. Hist & Gov't	6	67%	0	0%	5	20%

(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	101	15	82	9	4	13
Number Scoring 55-100	96	11	75	6	#	7
Number Scoring 65-100	84	8	69	2	#	4
Number Scoring 85-100	44	1	40	1	#	0
Percentage of Tested Scoring 55-100	95%	73%	91%	67%	#	54%
Percentage of Tested Scoring 65-100	83%	53%	84%	22%	#	31%
Percentage of Tested Scoring 85-100	44%	7%	49%	11%	#	0%
Mathematics A						
Number Tested	18	140	135	0	11	23
Number Scoring 55-100	17	132	126	0	9	19
Number Scoring 65-100	17	123	114	0	6	15
Number Scoring 85-100	12	29	37	0	1	1
Percentage of Tested Scoring 55-100	94%	94%	93%	0%	82%	83%
Percentage of Tested Scoring 65-100	94%	88%	84%	0%	55%	65%
Percentage of Tested Scoring 85-100	67%	21%	27%	0%	9%	4%
Mathematics B						
Number Tested	0	0	52	0	0	0
Number Scoring 55-100	0	0	42	0	0	0
Number Scoring 65-100	0	0	35	0	0	0
Number Scoring 85-100	0	0	10	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	81%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	67%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	19%	0%	0%	0%
Global History and Geography						
Number Tested	113	3	160	13	0	24
Number Scoring 55-100	99	#	131	6	0	11
Number Scoring 65-100	88	#	115	3	0	7
Number Scoring 85-100	25	#	28	0	0	0
Percentage of Tested Scoring 55-100	88%	#	82%	46%	0%	46%
Percentage of Tested Scoring 65-100	78%	#	72%	23%	0%	29%
Percentage of Tested Scoring 85-100	22%	#	17%	0%	0%	0%
U.S. History and Government						
Number Tested	102	2	91	10	0	14
Number Scoring 55-100	93	#	78	7	0	7
Number Scoring 65-100	75	#	68	3	0	5
Number Scoring 85-100	23	#	30	1	0	3
Percentage of Tested Scoring 55-100	91%	#	86%	70%	0%	50%
Percentage of Tested Scoring 65-100	74%	#	75%	30%	0%	36%
Percentage of Tested Scoring 85-100	23%	#	33%	10%	0%	21%

(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	101	6	105	4	1	14
Number Scoring 55-100	100	4	96	#	#	10
Number Scoring 65-100	98	3	83	#	#	7
Number Scoring 85-100	31	0	33	#	#	1
Percentage of Tested Scoring 55-100	99%	67%	91%	#	#	71%
Percentage of Tested Scoring 65-100	97%	50%	79%	#	#	50%
Percentage of Tested Scoring 85-100	31%	0%	31%	#	#	7%
Physical Setting/Earth Science						
Number Tested	85	0	119	8	0	14
Number Scoring 55-100	78	0	104	5	0	8
Number Scoring 65-100	73	0	89	3	0	5
Number Scoring 85-100	28	0	17	0	0	1
Percentage of Tested Scoring 55-100	92%	0%	87%	62%	0%	57%
Percentage of Tested Scoring 65-100	86%	0%	75%	38%	0%	36%
Percentage of Tested Scoring 85-100	33%	0%	14%	0%	0%	7%
Physical Setting/Chemistry						
Number Tested	41	1	38	0	0	0
Number Scoring 55-100	37	#	34	0	0	0
Number Scoring 65-100	22	#	31	0	0	0
Number Scoring 85-100	5	#	4	0	0	0
Percentage of Tested Scoring 55-100	90%	#	89%	0%	0%	0%
Percentage of Tested Scoring 65-100	54%	#	82%	0%	0%	0%
Percentage of Tested Scoring 85-100	12%	#	11%	0%	0%	0%
Physical Setting/Physics						
Number Tested			40			0
Number Scoring 55-100			37			0
Number Scoring 65-100			30			0
Number Scoring 85-100			9			0
Percentage of Tested Scoring 55-100			93%			0%
Percentage of Tested Scoring 65-100			75%			0%
Percentage of Tested Scoring 85-100			23%			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	12	0	21	0	0	0
Number Scoring 55-100	11	0	19	0	0	0
Number Scoring 65-100	10	0	18	0	0	0
Number Scoring 85-100	4	0	7	0	0	0
Percentage of Tested Scoring 55-100	92%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 65-100	83%	0%	86%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	0%	33%	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	49	0	58	0	0	0
Number Scoring 55-100	49	0	57	0	0	0
Number Scoring 65-100	49	0	56	0	0	0
Number Scoring 85-100	31	0	32	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	63%	0%	55%	0%	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	59	0	2	1	0	0
Number Scoring 55-100	53	0	#	#	0	0
Number Scoring 65-100	43	0	#	#	0	0
Number Scoring 85-100	23	0	#	#	0	0
Percentage of Tested Scoring 55-100	90%	0%	#	#	0%	0%
Percentage of Tested Scoring 65-100	73%	0%	#	#	0%	0%
Percentage of Tested Scoring 85-100	39%	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	27	100%	0	0%	21	100%
Students with Disabilities	7	86%	0	0%	2	#

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	102	4%	6%	64%	26%
	Students with Disabilities	10	40%	10%	50%	0%
	All Students	112	7%	6%	63%	24%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	84	0%	37%	43%	20%
	Students with Disabilities	21	24%	67%	10%	0%
	All Students	105	5%	43%	36%	16%

(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	1	0	#	#	#	#
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	3	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	1	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	93	93	93	15	15	15	108	108	108
Number Scoring 55–64	4	6	1	3	2	2	7	8	3
Number Scoring 65–84	60	51	50	1	2	4	61	53	54
Number Scoring 85–100	22	28	39	1	1	2	23	29	41
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			2			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			2			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			3			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			3			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)