

# New York State District Report Card

## Comprehensive Information Report

BEDS Code: 15-08-01-04-0000  
 Name: Minerva Central School District  
 Superintendent: Ann A. Jaeger

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	6	12	10
First	11	6	14
Second	11	10	6
Third	7	12	10
Fourth	6	8	13
Fifth	13	6	7
Sixth	14	13	7
Ungraded Elementary	0	0	0
Seventh	12	15	12
Eighth	13	12	15
Ninth	10	13	11
Tenth	13	11	14
Eleventh	13	14	9
Twelfth	10	12	15
Ungraded Secondary	0	0	0
Total K-12 Enrollment	139	144	143

### 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	1	0.7%	1	0.7%	0	0.0%
Black (Not Hispanic)	0	0.0%	0	0.0%	0	0.0%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	138	99.3%	143	99.3%	143	100.0%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	6	12	10
Common Branch	10	8	10
English Grade 8	14	12	15
Mathematics Grade 8	8	6	10
Science Grade 8	13	12	15
Social Studies Grade 8	13	12	15
English Grade 10	12	11	13
Mathematics Grade 10	5	0	6
Science Grade 10	0	10	12
Social Studies Grade 10	14	0	13

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	40	28.8%	44	30.6%	37	25.9%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.6%		94.8%		94.5%
<b>Student Suspensions</b>	1	0.6%	3	2.2%	0	0.0%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	16.6%	10.4%	15.4%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	29
Total Other Professional Staff	5
Total Paraprofessionals	5
Teaching Out of Certification*	1

\*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	7	3	43%	11	10	91%	16	12	75%
Students with Disabilities	0	0	0%	1	0	0%	1	0	0%
All Students	7	3	43%	12	10	83%	17	12	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	5	8	0	1	3	0
Percent	29%	47%	0%	6%	18%	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)
1	0	1	2

\*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	1		1		0	0.0%
	Entered GED Program*	2		0		1	2.1%
	Total Noncompleters	3		1		1	2.1%
Students with Disabilities	Dropped Out	0		1		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		1		0	0.0%
All Students	Dropped Out	1	2.2%	2	4.0%	0	0.0%
	Entered GED Program*	2	4.3%	0	0.0%	1	1.9%
	Total Noncompleters	3	6.5%	2	4.0%	1	1.9%

\*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	0%	0%	0%
2-3	100%	91%	69%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	10	11	18
	Number of Students with Disabilities	2	2	2
	Number of All Students	12	13	20
	Percent of Enrollment	63%	93%	100%
6-8	Number of General-Education Students	34	39	29
	Number of Students with Disabilities	4	1	3
	Number of All Students	38	40	32
	Percent of Enrollment	97%	100%	94%
9-12	Number of General-Education Students	45	48	41
	Number of Students with Disabilities	1	2	10
	Number of All Students	46	50	51
	Percent of Enrollment	100%	100%	104%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion 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	6	67%	3	#	6	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	8	75%	9	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	3	#	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	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	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive English</b>						
Number Tested	15	16	10	1	2	1
Number Scoring 55–100	15	15	10	#	#	#
Number Scoring 65–100	14	15	8	#	#	#
Number Scoring 85–100	5	5	4	#	#	#
Percentage of Tested Scoring 55–100	100%	94%	100%	#	#	#
Percentage of Tested Scoring 65–100	93%	94%	80%	#	#	#
Percentage of Tested Scoring 85–100	33%	31%	40%	#	#	#
<b>Mathematics A</b>						
Number Tested	7	16	10	0	1	1
Number Scoring 55–100	7	14	10	0	#	#
Number Scoring 65–100	1	14	9	0	#	#
Number Scoring 85–100	0	1	1	0	#	#
Percentage of Tested Scoring 55–100	100%	88%	100%	0%	#	#
Percentage of Tested Scoring 65–100	14%	88%	90%	0%	#	#
Percentage of Tested Scoring 85–100	0%	6%	10%	0%	#	#
<b>Mathematics B</b>						
Number Tested	0	0	10	0	0	0
Number Scoring 55–100	0	0	6	0	0	0
Number Scoring 65–100	0	0	5	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	60%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	50%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	17	10	16	2	1	3
Number Scoring 55–100	16	8	16	#	#	#
Number Scoring 65–100	13	8	13	#	#	#
Number Scoring 85–100	2	2	5	#	#	#
Percentage of Tested Scoring 55–100	94%	80%	100%	#	#	#
Percentage of Tested Scoring 65–100	76%	80%	81%	#	#	#
Percentage of Tested Scoring 85–100	12%	20%	31%	#	#	#
<b>U.S. History and Government</b>						
Number Tested	13	17	10	1	2	1
Number Scoring 55–100	12	17	10	#	#	#
Number Scoring 65–100	11	16	9	#	#	#
Number Scoring 85–100	5	6	4	#	#	#
Percentage of Tested Scoring 55–100	92%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	85%	94%	90%	#	#	#
Percentage of Tested Scoring 85–100	38%	35%	40%	#	#	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	14	9	9	1	1	2
Number Scoring 55–100	14	9	9	#	#	#
Number Scoring 65–100	13	9	9	#	#	#
Number Scoring 85–100	5	2	6	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	93%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	36%	22%	67%	#	#	#
<b>Physical Setting/Earth Science</b>						
Number Tested	9	10	10	1	2	0
Number Scoring 55–100	9	10	10	#	#	0
Number Scoring 65–100	8	10	10	#	#	0
Number Scoring 85–100	5	6	2	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	89%	100%	100%	#	#	0%
Percentage of Tested Scoring 85–100	56%	60%	20%	#	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	0	13	0	0	0	0
Number Scoring 55–100	0	13	0	0	0	0
Number Scoring 65–100	0	13	0	0	0	0
Number Scoring 85–100	0	4	0	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	31%	0%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			5			0
Number Scoring 55–100			5			0
Number Scoring 65–100			5			0
Number Scoring 85–100			2			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			40%			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
<b>Comprehensive French</b>						
Number Tested	5	1	6	0	0	0
Number Scoring 55–100	4	#	6	0	0	0
Number Scoring 65–100	3	#	5	0	0	0
Number Scoring 85–100	1	#	2	0	0	0
Percentage of Tested Scoring 55–100	80%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	60%	#	83%	0%	0%	0%
Percentage of Tested Scoring 85–100	20%	#	33%	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	4	3	2	0	0	1
Number Scoring 55–100	#	#	#	0	0	#
Number Scoring 65–100	#	#	#	0	0	#
Number Scoring 85–100	#	#	#	0	0	#
Percentage of Tested Scoring 55–100	#	#	#	0%	0%	#
Percentage of Tested Scoring 65–100	#	#	#	0%	0%	#
Percentage of Tested Scoring 85–100	#	#	#	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	10	0	0	0	0	0
Number Scoring 55–100	9	0	0	0	0	0
Number Scoring 65–100	8	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	90%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	80%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	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	9	100%	8	100%	10	100%
Students with Disabilities	0	0%	4	#	0	0%

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
<b>Nov 2003</b>	General-Education Students	6	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	7	0%	0%	43%	57%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	14	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	15	0%	40%	53%	7%

(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
<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

## 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	12	12	12	1	1	1	13	13	13
Number Scoring 55–64	#	#	#	#	#	#	2	0	0
Number Scoring 65–84	#	#	#	#	#	#	9	8	6
Number Scoring 85–100	#	#	#	#	#	#	2	5	7
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)