

New York State School Report Card Comprehensive Information Report

BEDS Code: 47-09-01-04-0001
 Name: Schenevus Central School
 Principal: Marie Mc Crea

Grade Range : K-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	24	16	26
First	20	25	15
Second	27	21	27
Third	33	28	21
Fourth	26	32	26
Fifth	35	27	30
Sixth	37	40	29
Ungraded Elementary	4	5	5
Seventh	31	34	39
Eighth	32	31	32
Ninth	32	29	31
Tenth	30	36	34
Eleventh	32	28	32
Twelfth	31	30	28
Ungraded Secondary	0	0	0
Total K-12 Enrollment	394	382	375

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	0	0.0%	0	0.0%	1	0.3%
Black (Not Hispanic)	0	0.0%	2	0.5%	3	0.8%
Hispanic	4	1.0%	4	1.0%	9	2.4%
White (Not Hispanic)	390	99.0%	376	98.4%	362	96.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	24	15	13
Common Branch	16	16	15
English Grade 8	16	15	17
Mathematics Grade 8	16	15	17
Science Grade 8	16	15	17
Social Studies Grade 8	16	15	17
English Grade 10	14	17	17
Mathematics Grade 10	12	16	18
Science Grade 10	18	17	18
Social Studies Grade 10	18	18	19

(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
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	107	27.2%	95	24.9%	79	21.1%

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		96.4%		95.2%		95.8%
Student Suspensions	18	4.3%	7	1.8%	8	2.1%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	19.0%	18.9%	14.9%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	100%	97%	100%

Staff Counts

Staff	2003-04
Total Teachers	38
Total Other Professional Staff	5
Total Paraprofessionals	NA
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	28	13	46%	30	6	20%	23	11	48%
Students with Disabilities	3	0	0%	2	0	0%	5	0	0%
All Students	31	13	42%	32	6	19%	28	11	39%

*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	19	0	1	3	0
Percent	18%	68%	0%	4%	11%	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)
5	0	0	5

*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*	1		0		1	0.9%
	Total Noncompleters	2		1		1	0.9%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
All Students	Dropped Out	1	0.8%	1	0.8%	0	0.0%
	Entered GED Program*	1	0.8%	0	0.0%	1	0.8%
	Total Noncompleters	2	1.6%	1	0.8%	1	0.8%

*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	98%	97%	97%
2-3	98%	97%	97%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	-13	0	0
	Number of Students with Disabilities	13	6	0
	Number of All Students	0	6	0
	Percent of Enrollment	0%	10%	0%
6-8	Number of General-Education Students	27	49	56
	Number of Students with Disabilities	5	16	15
	Number of All Students	32	65	71
	Percent of Enrollment	32%	61%	70%
9-12	Number of General-Education Students	42	78	75
	Number of Students with Disabilities	19	16	21
	Number of All Students	61	94	96
	Percent of Enrollment	49%	76%	77%

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	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%	0	0%

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%	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	4	#	0	0%	0	0%
Science	4	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	4	#	0	0%
U.S. Hist & Gov't	1	#	2	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	3	#	2	#
Science	5	80%	1	#	0	0%
Reading	2	#	1	#	0	0%
Writing	2	#	1	#	2	#
Global Studies	3	#	7	100%	0	0%
U.S. Hist & Gov't	2	#	2	#	0	0%

(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	32	31	33	3	5	7
Number Scoring 55-100	30	29	33	#	3	7
Number Scoring 65-100	22	28	32	#	3	6
Number Scoring 85-100	10	14	15	#	1	1
Percentage of Tested Scoring 55-100	94%	94%	100%	#	60%	100%
Percentage of Tested Scoring 65-100	69%	90%	97%	#	60%	86%
Percentage of Tested Scoring 85-100	31%	45%	45%	#	20%	14%
Mathematics A						
Number Tested	1	31	47	0	3	8
Number Scoring 55-100	#	24	46	0	#	8
Number Scoring 65-100	#	21	39	0	#	4
Number Scoring 85-100	#	6	13	0	#	0
Percentage of Tested Scoring 55-100	#	77%	98%	0%	#	100%
Percentage of Tested Scoring 65-100	#	68%	83%	0%	#	50%
Percentage of Tested Scoring 85-100	#	19%	28%	0%	#	0%
Mathematics B						
Number Tested	0	0	2	0	0	0
Number Scoring 55-100	0	0	#	0	0	0
Number Scoring 65-100	0	0	#	0	0	0
Number Scoring 85-100	0	0	#	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	#	0%	0%	0%
Global History and Geography						
Number Tested	40	33	39	6	5	5
Number Scoring 55-100	37	30	35	4	3	5
Number Scoring 65-100	30	23	26	2	1	3
Number Scoring 85-100	0	5	7	0	0	0
Percentage of Tested Scoring 55-100	93%	91%	90%	67%	60%	100%
Percentage of Tested Scoring 65-100	75%	70%	67%	33%	20%	60%
Percentage of Tested Scoring 85-100	0%	15%	18%	0%	0%	0%
U.S. History and Government						
Number Tested	36	36	32	3	5	6
Number Scoring 55-100	28	35	32	#	4	6
Number Scoring 65-100	22	29	31	#	3	6
Number Scoring 85-100	3	11	10	#	0	1
Percentage of Tested Scoring 55-100	78%	97%	100%	#	80%	100%
Percentage of Tested Scoring 65-100	61%	81%	97%	#	60%	100%
Percentage of Tested Scoring 85-100	8%	31%	31%	#	0%	17%

(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	34	33	28	6	4	4
Number Scoring 55-100	34	33	28	6	#	#
Number Scoring 65-100	29	31	25	5	#	#
Number Scoring 85-100	4	8	11	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	#	#
Percentage of Tested Scoring 65-100	85%	94%	89%	83%	#	#
Percentage of Tested Scoring 85-100	12%	24%	39%	0%	#	#
Physical Setting/Earth Science						
Number Tested	41	44	36	6	5	9
Number Scoring 55-100	39	40	30	6	4	6
Number Scoring 65-100	21	32	19	2	3	2
Number Scoring 85-100	3	8	5	0	0	0
Percentage of Tested Scoring 55-100	95%	91%	83%	100%	80%	67%
Percentage of Tested Scoring 65-100	51%	73%	53%	33%	60%	22%
Percentage of Tested Scoring 85-100	7%	18%	14%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	25	19	19	1	1	0
Number Scoring 55-100	22	13	19	#	#	0
Number Scoring 65-100	12	10	15	#	#	0
Number Scoring 85-100	3	0	3	#	#	0
Percentage of Tested Scoring 55-100	88%	68%	100%	#	#	0%
Percentage of Tested Scoring 65-100	48%	53%	79%	#	#	0%
Percentage of Tested Scoring 85-100	12%	0%	16%	#	#	0%
Physical Setting/Physics						
Number Tested			0			0
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%

* 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	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 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	12	9	17	0	0	0
Number Scoring 55-100	12	9	17	0	0	0
Number Scoring 65-100	12	9	17	0	0	0
Number Scoring 85-100	10	9	10	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	83%	100%	59%	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	6	12	0	0	0	0
Number Scoring 55-100	6	9	0	0	0	0
Number Scoring 65-100	4	9	0	0	0	0
Number Scoring 85-100	2	1	0	0	0	0
Percentage of Tested Scoring 55-100	100%	75%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	67%	75%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	8%	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	1	#	25	88%	0	0%
Students with Disabilities	0	0%	3	#	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
Nov 2003	General-Education Students	25	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	29	10%	7%	55%	28%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	30	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	33	0%	55%	45%	0%

(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	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	24	24	24	4	4	4	28	28	28
Number Scoring 55–64	#	#	#	#	#	#	4	1	3
Number Scoring 65–84	#	#	#	#	#	#	23	15	20
Number Scoring 85–100	#	#	#	#	#	#	0	11	5
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)