

New York State District Report Card

Comprehensive Information Report

BEDS Code: 56-05-01-04-0000
 Name: South Seneca Central School District
 Superintendent: Janie L. Nusser

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	44	44	30
Kindergarten	64	63	70
First	70	73	62
Second	61	58	68
Third	90	64	59
Fourth	86	89	62
Fifth	76	89	86
Sixth	85	77	88
Ungraded Elementary	0	0	0
Seventh	100	89	85
Eighth	92	97	86
Ninth	77	94	95
Tenth	86	76	112
Eleventh	93	83	57
Twelfth	68	88	80
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1048	1040	1010

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%	2	0.2%	5	0.5%
Black (Not Hispanic)	6	0.6%	10	1.0%	15	1.5%
Hispanic	11	1.0%	11	1.1%	15	1.5%
White (Not Hispanic)	1031	98.4%	1017	97.8%	975	96.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	16	18
Common Branch	17	16	18
English Grade 8	16	18	30
Mathematics Grade 8	16	18	20
Science Grade 8	17	18	29
Social Studies Grade 8	17	17	28
English Grade 10	12	13	19
Mathematics Grade 10	15	0	15
Science Grade 10	0	15	18
Social Studies Grade 10	20	17	21

(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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	250	23.9%	321	30.9%	249	24.7%

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		89.4%		90.6%		88.5%
Student Suspensions	99	9.1%	45	4.3%	61	5.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	15.5%	16.4%	14.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	88
Total Other Professional Staff	16
Total Paraprofessionals	48
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	47	23	49%	60	36	60%	57	36	63%
Students with Disabilities	10	3	30%	4	2	50%	11	0	0%
All Students	57	26	46%	64	38	59%	68	36	53%

*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	27	22	2	4	9	4
Percent	40%	32%	3%	6%	13%	6%

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)
11	0	1	12

*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		1		6	2.1%
	Entered GED Program*	2		4		5	1.7%
	Total Noncompleters	5		5		11	3.8%
Students with Disabilities	Dropped Out	1		3		1	1.3%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	2		3		1	1.3%
All Students	Dropped Out	4	1.2%	4	1.2%	7	1.9%
	Entered GED Program*	3	0.9%	4	1.2%	5	1.4%
	Total Noncompleters	7	2.2%	8	2.3%	12	3.2%

*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	70	261	255
	Number of Students with Disabilities	30	80	89
	Number of All Students	100	341	344
	Percent of Enrollment	31%	100%	100%

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%	20	70%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	48	73%	3	#	34	71%

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	6	50%	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	1	#	1	#	1	#
Science	4	#	1	#	4	#
Reading	1	#	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	1	#	1	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	13	92%	1	#
Science	9	67%	3	#	5	100%
Reading	0	0%	2	#	2	#
Writing	0	0%	2	#	3	#
Global Studies	5	100%	6	67%	8	100%
U.S. Hist & Gov't	1	#	3	#	1	#

(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	75	63	53	5	11	9
Number Scoring 55–100	75	60	49	5	10	6
Number Scoring 65–100	66	53	42	4	6	3
Number Scoring 85–100	27	24	24	1	0	0
Percentage of Tested Scoring 55–100	100%	95%	92%	100%	91%	67%
Percentage of Tested Scoring 65–100	88%	84%	79%	80%	55%	33%
Percentage of Tested Scoring 85–100	36%	38%	45%	20%	0%	0%
Mathematics A						
Number Tested	81	72	96	8	11	13
Number Scoring 55–100	63	47	91	4	4	11
Number Scoring 65–100	47	34	78	1	2	9
Number Scoring 85–100	18	8	19	0	0	0
Percentage of Tested Scoring 55–100	78%	65%	95%	50%	36%	85%
Percentage of Tested Scoring 65–100	58%	47%	81%	12%	18%	69%
Percentage of Tested Scoring 85–100	22%	11%	20%	0%	0%	0%
Mathematics B						
Number Tested	0	0	13	0	0	0
Number Scoring 55–100	0	0	13	0	0	0
Number Scoring 65–100	0	0	12	0	0	0
Number Scoring 85–100	0	0	5	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	38%	0%	0%	0%
Global History and Geography						
Number Tested	70	69	93	9	11	15
Number Scoring 55–100	66	54	83	8	6	9
Number Scoring 65–100	55	39	68	4	1	4
Number Scoring 85–100	14	17	26	0	0	1
Percentage of Tested Scoring 55–100	94%	78%	89%	89%	55%	60%
Percentage of Tested Scoring 65–100	79%	57%	73%	44%	9%	27%
Percentage of Tested Scoring 85–100	20%	25%	28%	0%	0%	7%
U.S. History and Government						
Number Tested	80	70	45	8	9	7
Number Scoring 55–100	73	67	39	7	8	6
Number Scoring 65–100	56	61	30	4	7	4
Number Scoring 85–100	12	26	16	0	1	0
Percentage of Tested Scoring 55–100	91%	96%	87%	88%	89%	86%
Percentage of Tested Scoring 65–100	70%	87%	67%	50%	78%	57%
Percentage of Tested Scoring 85–100	15%	37%	36%	0%	11%	0%

(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	69	52	71	8	6	8
Number Scoring 55–100	69	52	69	8	6	8
Number Scoring 65–100	68	48	65	8	5	6
Number Scoring 85–100	32	16	21	2	0	0
Percentage of Tested Scoring 55–100	100%	100%	97%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	92%	92%	100%	83%	75%
Percentage of Tested Scoring 85–100	46%	31%	30%	25%	0%	0%
Physical Setting/Earth Science						
Number Tested	69	88	62	10	14	7
Number Scoring 55–100	64	82	46	8	12	4
Number Scoring 65–100	53	73	34	6	8	3
Number Scoring 85–100	16	27	7	1	1	0
Percentage of Tested Scoring 55–100	93%	93%	74%	80%	86%	57%
Percentage of Tested Scoring 65–100	77%	83%	55%	60%	57%	43%
Percentage of Tested Scoring 85–100	23%	31%	11%	10%	7%	0%
Physical Setting/Chemistry						
Number Tested	33	38	20	3	2	1
Number Scoring 55–100	31	32	20	#	#	#
Number Scoring 65–100	27	25	16	#	#	#
Number Scoring 85–100	9	5	5	#	#	#
Percentage of Tested Scoring 55–100	94%	84%	100%	#	#	#
Percentage of Tested Scoring 65–100	82%	66%	80%	#	#	#
Percentage of Tested Scoring 85–100	27%	13%	25%	#	#	#
Physical Setting/Physics						
Number Tested			11			0
Number Scoring 55–100			11			0
Number Scoring 65–100			11			0
Number Scoring 85–100			5			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			45%			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	13	9	7	1	0	0
Number Scoring 55–100	13	7	7	#	0	0
Number Scoring 65–100	12	6	7	#	0	0
Number Scoring 85–100	2	1	3	#	0	0
Percentage of Tested Scoring 55–100	100%	78%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	92%	67%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	15%	11%	43%	#	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	15	30	23	0	0	2
Number Scoring 55–100	15	30	23	0	0	#
Number Scoring 65–100	14	29	23	0	0	#
Number Scoring 85–100	7	17	22	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	93%	97%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	47%	57%	96%	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	31	35	17	1	0	0
Number Scoring 55–100	29	32	11	#	0	0
Number Scoring 65–100	24	29	11	#	0	0
Number Scoring 85–100	10	8	5	#	0	0
Percentage of Tested Scoring 55–100	94%	91%	65%	#	0%	0%
Percentage of Tested Scoring 65–100	77%	83%	65%	#	0%	0%
Percentage of Tested Scoring 85–100	32%	23%	29%	#	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	38	97%	2	#	0	0%
Students with Disabilities	12	100%	0	0%	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	68	6%	4%	66%	24%
	Students with Disabilities	18	56%	6%	33%	6%
	All Students	86	16%	5%	59%	20%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	66	2%	58%	36%	5%
	Students with Disabilities	13	0%	100%	0%	0%
	All Students	79	1%	65%	30%	4%

(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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	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	59	59	59	19	19	19	78	78	78
Number Scoring 55–64	4	2	0	5	2	1	9	4	1
Number Scoring 65–84	38	26	27	4	7	8	42	33	35
Number Scoring 85–100	15	26	30	1	1	2	16	27	32
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)