

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-02-01-06-0000  
 Name: Three Village Central School District  
 Superintendent: Frank J. Carasiti

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	552	596	569
First	633	567	593
Second	583	654	567
Third	589	582	665
Fourth	639	599	589
Fifth	657	650	594
Sixth	637	666	645
Ungraded Elementary	39	42	37
Seventh	614	655	648
Eighth	629	613	654
Ninth	605	630	612
Tenth	587	605	626
Eleventh	545	577	591
Twelfth	504	557	596
Ungraded Secondary	0	0	0
Total K-12 Enrollment	7813	7993	7986

## 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	415	5.3%	462	5.8%	551	6.9%
Black (Not Hispanic)	133	1.7%	126	1.6%	127	1.6%
Hispanic	217	2.8%	168	2.1%	195	2.4%
White (Not Hispanic)	7048	90.2%	7237	90.5%	7113	89.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	20	20
Common Branch	23	24	23
English Grade 8	23	23	22
Mathematics Grade 8	24	22	23
Science Grade 8	25	23	22
Social Studies Grade 8	24	23	24
English Grade 10	22	22	24
Mathematics Grade 10	23	21	22
Science Grade 10	23	24	23
Social Studies Grade 10	26	23	24

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low 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>	65	0.8%	58	0.7%	75	0.9%
<b>Eligible for Free Lunch</b>	107	1.4%	128	1.6%	94	1.2%

**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>		95.8%		95.8%		95.8%
<b>Student Suspensions</b>	228	3.0%	125	1.6%	128	1.6%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	0.9%	1.1%	1.1%
<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	628
Total Other Professional Staff	93
Total Paraprofessionals	219
Teaching Out of Certification*	8

\*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	415	334	80%	473	388	82%	502	418	83%
Students with Disabilities	57	13	23%	56	16	29%	66	26	39%
All Students	472	347	74%	529	404	76%	568	444	78%

\*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	402	144	5	3	10	4
Percent	71%	25%	1%	1%	2%	1%

## 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)
66	26	3	69

\*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	69		59		40	1.8%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	69		59		40	1.8%
Students with Disabilities	Dropped Out	13		13		12	3.8%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	13		13		12	3.8%
All Students	Dropped Out	82	3.7%	72	3.0%	52	2.1%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	82	3.7%	72	3.0%	52	2.1%

\*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%	81%
2-3	0%	0%	78%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	410
	Number of Students with Disabilities	0	0	76
	Number of All Students	0	0	486
	Percent of Enrollment	0%	0%	41%
6-8	Number of General-Education Students	544	259	932
	Number of Students with Disabilities	84	27	146
	Number of All Students	628	286	1078
	Percent of Enrollment	33%	15%	55%
9-12	Number of General-Education Students	0	520	504
	Number of Students with Disabilities	0	80	68
	Number of All Students	0	600	572
	Percent of Enrollment	0%	25%	24%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	42		
Completed and Passed Regents Exams	42	100%	77%
Completed and had Course Average of 75% or More	42	100%	81%
Completed and Attained a HS Diploma or Equivalent	42	100%	96%
Completed and Whose Status is Known	42		
Completed and Were Successfully Placed	42	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	4	29%	30%
Underrepresented Gender Members Who Completed	3	23%	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	101	96%	103	96%	94	99%
German	40	95%	32	88%	60	98%
Italian	0	0%	0	0%	0	0%
Latin	37	100%	15	100%	0	0%
Spanish	359	92%	364	99%	385	95%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	2	#	3	#
German	2	#	3	#	2	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	33	67%	37	89%	22	86%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	7	100%	6	83%
Science	3	#	1	#	7	57%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	1	#	0	0%	2	#
U.S. Hist & Gov't	4	#	1	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	47	81%	94	90%	29	72%
Science	19	63%	43	72%	45	62%
Reading	0	0%	0	0%	3	#
Writing	0	0%	0	0%	0	0%
Global Studies	13	92%	20	65%	4	#
U.S. Hist & Gov't	6	83%	8	75%	6	33%

(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	547	561	584	51	62	62
Number Scoring 55-100	531	544	575	41	48	57
Number Scoring 65-100	498	526	555	31	43	44
Number Scoring 85-100	270	291	352	3	8	3
Percentage of Tested Scoring 55-100	97%	97%	98%	80%	77%	92%
Percentage of Tested Scoring 65-100	91%	94%	95%	61%	69%	71%
Percentage of Tested Scoring 85-100	49%	52%	60%	6%	13%	5%
<b>Mathematics A</b>						
Number Tested	402	772	873	64	122	81
Number Scoring 55-100	307	655	855	29	75	70
Number Scoring 65-100	249	611	811	17	60	56
Number Scoring 85-100	106	221	363	2	6	5
Percentage of Tested Scoring 55-100	76%	85%	98%	45%	61%	86%
Percentage of Tested Scoring 65-100	62%	79%	93%	27%	49%	69%
Percentage of Tested Scoring 85-100	26%	29%	42%	3%	5%	6%
<b>Mathematics B</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>Global History and Geography</b>						
Number Tested	570	606	604	58	77	53
Number Scoring 55-100	563	593	593	53	66	47
Number Scoring 65-100	547	582	580	46	61	40
Number Scoring 85-100	263	358	375	11	18	8
Percentage of Tested Scoring 55-100	99%	98%	98%	91%	86%	89%
Percentage of Tested Scoring 65-100	96%	96%	96%	79%	79%	75%
Percentage of Tested Scoring 85-100	46%	59%	62%	19%	23%	15%
<b>U.S. History and Government</b>						
Number Tested	482	529	543	49	62	63
Number Scoring 55-100	477	521	537	46	58	61
Number Scoring 65-100	456	517	528	40	55	55
Number Scoring 85-100	191	348	348	8	23	23
Percentage of Tested Scoring 55-100	99%	98%	99%	94%	94%	97%
Percentage of Tested Scoring 65-100	95%	98%	97%	82%	89%	87%
Percentage of Tested Scoring 85-100	40%	66%	64%	16%	37%	37%

(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	552	525	593	39	47	57
Number Scoring 55-100	551	525	588	38	47	53
Number Scoring 65-100	547	514	581	38	44	49
Number Scoring 85-100	296	263	261	5	3	4
Percentage of Tested Scoring 55-100	100%	100%	99%	97%	100%	93%
Percentage of Tested Scoring 65-100	99%	98%	98%	97%	94%	86%
Percentage of Tested Scoring 85-100	54%	50%	44%	13%	6%	7%
<b>Physical Setting/Earth Science</b>						
Number Tested	562	627	571	78	77	54
Number Scoring 55-100	546	606	547	67	62	43
Number Scoring 65-100	527	587	513	57	53	33
Number Scoring 85-100	317	357	277	12	10	5
Percentage of Tested Scoring 55-100	97%	97%	96%	86%	81%	80%
Percentage of Tested Scoring 65-100	94%	94%	90%	73%	69%	61%
Percentage of Tested Scoring 85-100	56%	57%	49%	15%	13%	9%
<b>Physical Setting/Chemistry</b>						
Number Tested	419	467	447	11	19	21
Number Scoring 55-100	414	440	438	11	16	21
Number Scoring 65-100	375	420	405	9	13	14
Number Scoring 85-100	99	117	129	2	0	0
Percentage of Tested Scoring 55-100	99%	94%	98%	100%	84%	100%
Percentage of Tested Scoring 65-100	89%	90%	91%	82%	68%	67%
Percentage of Tested Scoring 85-100	24%	25%	29%	18%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			273			2
Number Scoring 55-100			271			#
Number Scoring 65-100			262			#
Number Scoring 85-100			98			#
Percentage of Tested Scoring 55-100			99%			#
Percentage of Tested Scoring 65-100			96%			#
Percentage of Tested Scoring 85-100			36%			#

\* 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	97	75	146	0	1	2
Number Scoring 55-100	96	75	146	0	#	#
Number Scoring 65-100	94	75	142	0	#	#
Number Scoring 85-100	58	52	112	0	#	#
Percentage of Tested Scoring 55-100	99%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	97%	100%	97%	0%	#	#
Percentage of Tested Scoring 85-100	60%	69%	77%	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	26	18	62	2	1	1
Number Scoring 55-100	26	18	62	#	#	#
Number Scoring 65-100	25	18	59	#	#	#
Number Scoring 85-100	17	10	37	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	96%	100%	95%	#	#	#
Percentage of Tested Scoring 85-100	65%	56%	60%	#	#	#
<b>Comprehensive Hebrew</b>						
Number Tested	0	1	0	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%
<b>Comprehensive Spanish</b>						
Number Tested	349	394	513	13	27	19
Number Scoring 55-100	347	392	511	13	26	17
Number Scoring 65-100	343	387	504	12	25	15
Number Scoring 85-100	267	250	388	7	5	3
Percentage of Tested Scoring 55-100	99%	99%	100%	100%	96%	89%
Percentage of Tested Scoring 65-100	98%	98%	98%	92%	93%	79%
Percentage of Tested Scoring 85-100	77%	63%	76%	54%	19%	16%
<b>Comprehensive Latin</b>						
Number Tested	33	57	51	1	0	0
Number Scoring 55-100	33	57	51	#	0	0
Number Scoring 65-100	33	57	51	#	0	0
Number Scoring 85-100	21	45	41	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	64%	79%	80%	#	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	447	525	1	16	26	0
Number Scoring 55-100	410	475	#	13	18	0
Number Scoring 65-100	391	437	#	13	15	0
Number Scoring 85-100	189	217	#	3	4	0
Percentage of Tested Scoring 55-100	92%	90%	#	81%	69%	0%
Percentage of Tested Scoring 65-100	87%	83%	#	81%	58%	0%
Percentage of Tested Scoring 85-100	42%	41%	#	19%	15%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	27	96%	26	96%	20	100%
Students with Disabilities	10	100%	10	90%	7	86%

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	493	0%	1%	37%	62%
	Students with Disabilities	100	6%	3%	75%	16%
	All Students	593	1%	1%	43%	54%

## 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	567	0%	13%	56%	31%
	Students with Disabilities	71	6%	42%	48%	4%
	All Students	638	1%	17%	55%	28%

(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	4	2	#	#	#	#
<b>Middle Level</b>						
Social Studies	4	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	6	0	1	1	1	3
Social Studies	6	0	1	1	1	3
Mathematics	6	0	2	1	0	3
Science	4	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	511	511	511	84	84	84	595	595	595
Number Scoring 55–64	3	2	5	7	2	3	10	4	8
Number Scoring 65–84	246	142	181	39	31	37	285	173	218
Number Scoring 85–100	243	325	310	12	23	13	255	348	323
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			22			0
Beginning (0-18)			1			0
Intermediate (19-31)			5			0
Advanced (32-36)			11			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			22			0
Beginning (0-14)			4			0
Intermediate (15-24)			5			0
Advanced (25-32)			7			0
Proficient (33-35)			6			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			13			0
Beginning (0-18)			2			0
Intermediate (19-31)			1			0
Advanced (32-36)			4			0
Proficient (37-39)			6			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			13			0
Beginning (0-14)			2			0
Intermediate (15-24)			4			0
Advanced (25-32)			1			0
Proficient (33-35)			6			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			9			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			4			#
Proficient (37-39)			5			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			9			1
Beginning (0-14)			0			#
Intermediate (15-24)			3			#
Advanced (25-32)			4			#
Proficient (33-35)			2			#

\*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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			8			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			3			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			8			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			4			0
Proficient (33-35)			4			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			16			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			7			0
Proficient (37-39)			6			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			16			0
Beginning (0-14)			2			0
Intermediate (15-24)			2			0
Advanced (25-32)			9			0
Proficient (33-35)			3			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)