

New York State School Report Card Comprehensive Information Report

BEDS Code: 15-08-01-04-0001
 Name: Minerva Central School
 Principal: Timothy Farrell

Grade Range : K-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	12	10	6
First	6	14	7
Second	10	6	15
Third	12	10	7
Fourth	8	13	11
Fifth	6	7	10
Sixth	13	7	7
Ungraded Elementary	0	0	0
Seventh	15	12	7
Eighth	12	15	12
Ninth	13	11	14
Tenth	11	14	9
Eleventh	14	9	13
Twelfth	12	15	7
Ungraded Secondary	0	0	0
Total K-12 Enrollment	144	143	125

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	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%	0	0.0%	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)	143	99.3%	143	100.0%	125	100.0%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	12	10	6
Common Branch	8	10	10
English Grade 8	12	15	12
Mathematics Grade 8	6	10	6
Science Grade 8	12	15	12
Social Studies Grade 8	12	15	12
English Grade 10	11	13	9
Mathematics Grade 10	0	6	0
Science Grade 10	10	12	9
Social Studies Grade 10	0	0	0

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	44	30.6%	37	25.9%	30	24.0%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.7%		94.5%		94.4%
Student Suspensions	3	2.2%	0	0.0%	0	0.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	10.4%	15.4%	15.2%
Public Assistance	31-40%	31-40%	21-30%
Student Stability	100%	100%	100%

Staff Counts

Staff	2004-05
Total Teachers	29
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	11	15	7
	Regents Diplomas	10	12	6
	% Regents Diplomas	91%	80%	86%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			29%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	0	1	0
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	0
All Students	Total Graduates*	11	16	7
	Regents Diplomas	10	12	6
	% Regents Diplomas	91%	75%	86%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			29%
	IEP Diplomas or Local Certificates	0	0	0

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	3	2	1	0	1	0	0	0
	Percent	43%	29%	14%	0%	14%	0%	0%	0%
Students with Disabilities	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%
All Students	Number	3	2	1	0	1	0	0	0
	Percent	43%	29%	14%	0%	14%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	1		0	0.0%	1	2.4%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		0	0.0%	1	2.4%
Students with Disabilities	Dropped Out	1		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		0	0.0%	0	0.0%
All Students	Dropped Out	2	4.0%	0	0.0%	1	2.3%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	2	4.0%	0	0.0%	1	2.3%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	91%	69%	100%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	11	18	20
	Number of Students with Disabilities	2	2	1
	Number of All Students	13	20	21
	Percent of Enrollment	93%	100%	100%
6-8	Number of General-Education Students	39	29	23
	Number of Students with Disabilities	1	3	3
	Number of All Students	40	32	26
	Percent of Enrollment	100%	94%	100%
9-12	Number of General-Education Students	48	41	39
	Number of Students with Disabilities	2	10	4
	Number of All Students	50	51	43
	Percent of Enrollment	100%	104%	100%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	6	100%	5	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	8	75%	9	89%	5	100%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	2	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	1	#
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	2002-03		2003-04		2004-05	
	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%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	14	9	15	1	1	2
Number Scoring 55-100	14	9	13	#	#	#
Number Scoring 65-100	14	7	12	#	#	#
Number Scoring 85-100	5	3	4	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	87%	#	#	#
Percentage of Tested Scoring 65-100	100%	78%	80%	#	#	#
Percentage of Tested Scoring 85-100	36%	33%	27%	#	#	#
Mathematics A						
Number Tested	14	9	21	0	1	2
Number Scoring 55-100	14	9	21	0	#	#
Number Scoring 65-100	14	9	21	0	#	#
Number Scoring 85-100	1	1	6	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	7%	11%	29%	0%	#	#
Mathematics B						
Number Tested	0	10	7	0	0	0
Number Scoring 55-100	0	6	5	0	0	0
Number Scoring 65-100	0	5	3	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	60%	71%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	50%	43%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	10	15	9	1	3	0
Number Scoring 55-100	8	15	9	#	#	0
Number Scoring 65-100	8	13	9	#	#	0
Number Scoring 85-100	2	5	4	#	#	0
Percentage of Tested Scoring 55-100	80%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	80%	87%	100%	#	#	0%
Percentage of Tested Scoring 85-100	20%	33%	44%	#	#	0%
U.S. History and Government						
Number Tested	16	9	14	1	1	2
Number Scoring 55-100	16	9	13	#	#	#
Number Scoring 65-100	15	8	11	#	#	#
Number Scoring 85-100	6	4	6	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	93%	#	#	#
Percentage of Tested Scoring 65-100	94%	89%	79%	#	#	#
Percentage of Tested Scoring 85-100	38%	44%	43%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	9	9	7	1	2	0
Number Scoring 55-100	9	9	7	#	#	0
Number Scoring 65-100	9	9	7	#	#	0
Number Scoring 85-100	2	6	3	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 85-100	22%	67%	43%	#	#	0%
Physical Setting/Earth Science						
Number Tested	10	10	13	2	0	0
Number Scoring 55-100	10	10	13	#	0	0
Number Scoring 65-100	10	10	12	#	0	0
Number Scoring 85-100	6	2	4	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	92%	#	0%	0%
Percentage of Tested Scoring 85-100	60%	20%	31%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	13	0	6	0	0	0
Number Scoring 55-100	13	0	6	0	0	0
Number Scoring 65-100	13	0	6	0	0	0
Number Scoring 85-100	4	0	2	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	31%	0%	33%	0%	0%	0%
Physical Setting/Physics						
Number Tested		5	0		0	0
Number Scoring 55-100		5	0		0	0
Number Scoring 65-100		5	0		0	0
Number Scoring 85-100		2	0		0	0
Percentage of Tested Scoring 55-100		100%	0%		0%	0%
Percentage of Tested Scoring 65-100		100%	0%		0%	0%
Percentage of Tested Scoring 85-100		40%	0%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	1	6	2	0	0	0
Number Scoring 55-100	#	6	#	0	0	0
Number Scoring 65-100	#	5	#	0	0	0
Number Scoring 85-100	#	2	#	0	0	0
Percentage of Tested Scoring 55-100	#	100%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	#	83%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	#	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	3	2	6	0	1	0
Number Scoring 55-100	#	#	6	0	#	0
Number Scoring 65-100	#	#	6	0	#	0
Number Scoring 85-100	#	#	1	0	#	0
Percentage of Tested Scoring 55-100	#	#	100%	0%	#	0%
Percentage of Tested Scoring 65-100	#	#	100%	0%	#	0%
Percentage of Tested Scoring 85-100	#	#	17%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	9	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	10	0%	0%	80%	20%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	9	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	11	0%	27%	55%	18%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	7	7	7	0	0	0	7	7	7
Number Scoring 55–64	1	1	0	0	0	0	1	1	0
Number Scoring 65–84	4	3	2	0	0	0	4	3	2
Number Scoring 85–100	2	3	5	0	0	0	2	3	5
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)