

New York State District Report Card Comprehensive Information Report

BEDS Code: 42-16-01-06-0000
 Name: Skaneateles Central School District
 Superintendent: Kathryn Carlson

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	120	126	117
First	133	131	131
Second	127	116	120
Third	135	133	115
Fourth	139	142	135
Fifth	158	142	136
Sixth	145	155	138
Ungraded Elementary	0	0	0
Seventh	148	145	154
Eighth	142	151	146
Ninth	132	140	152
Tenth	176	132	136
Eleventh	156	172	130
Twelfth	164	159	174
Ungraded Secondary	0	4	0
Total K-12 Enrollment	1875	1848	1784

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	17	0.9%	16	0.9%	17	1.0%
Black (Not Hispanic)	2	0.1%	4	0.2%	10	0.6%
Hispanic	5	0.3%	11	0.6%	8	0.4%
White (Not Hispanic)	1851	98.7%	1817	98.3%	1749	98.0%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	18	19	17
Common Branch	22	21	21
English Grade 8	16	18	18
Mathematics Grade 8	20	18	20
Science Grade 8	18	21	21
Social Studies Grade 8	20	21	21
English Grade 10	19	19	16
Mathematics Grade 10	17	17	19
Science Grade 10	24	18	22
Social Studies Grade 10	21	19	17

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.1%	2	0.1%	0	0.0%
Eligible for Free Lunch	65	3.7%	66	3.8%	40	2.4%

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		96.1%		96.0%		96.0%
Student Suspensions	37	2.0%	71	3.8%	51	2.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	1.9%	1.7%	1.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	159
Total Other Professional Staff	13
Total Paraprofessionals	49
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	143	133	155
	Regents Diplomas	122	121	150
	% Regents Diplomas	85%	91%	97%
	Regents Diplomas with Advanced Designation**			108
	% Regents Diplomas with Advanced Designation			70%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	8	4	10
	Regents Diplomas	2	2	9
	% Regents Diplomas	25%	50%	90%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			20%
	IEP Diplomas or Local Certificates	0	2	2
All Students	Total Graduates*	151	137	165
	Regents Diplomas	124	123	159
	% Regents Diplomas	82%	90%	96%
	Regents Diplomas with Advanced Designation**			110
	% Regents Diplomas with Advanced Designation			67%
	IEP Diplomas or Local Certificates	0	2	2

* 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	114	32	1	0	6	0	0	2
	Percent	74%	21%	1%	0%	4%	0%	0%	1%
Students with Disabilities	Number	3	4	0	0	3	0	0	0
	Percent	30%	40%	0%	0%	30%	0%	0%	0%
All Students	Number	117	36	1	0	9	0	0	2
	Percent	71%	22%	1%	0%	5%	0%	0%	1%

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		7	1.3%	2	0.4%
	Entered GED Program*	2		6	1.1%	1	0.2%
	Total Noncompleters	3		13	2.3%	3	0.6%
Students with Disabilities	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	2		1	2.1%	0	0.0%
	Total Noncompleters	2		1	2.1%	0	0.0%
All Students	Dropped Out	1	0.2%	7	1.2%	2	0.3%
	Entered GED Program*	4	0.6%	7	1.2%	1	0.2%
	Total Noncompleters	5	0.8%	14	2.3%	3	0.5%

*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	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	394	5	143
	Number of Students with Disabilities	41	41	8
	Number of All Students	435	46	151
	Percent of Enrollment	100%	10%	34%
9-12	Number of General-Education Students	584	563	547
	Number of Students with Disabilities	44	39	45
	Number of All Students	628	602	592
	Percent of Enrollment	100%	99%	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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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	16	100%	15	100%	12	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	19	100%	0	0%	0	0%
Spanish	67	100%	56	100%	60	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	4	#	0	0%	4	#

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%	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	1	#	3	#
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	152	163	128	5	10	12
Number Scoring 55-100	150	163	126	4	10	12
Number Scoring 65-100	145	162	122	3	10	12
Number Scoring 85-100	93	117	94	1	2	3
Percentage of Tested Scoring 55-100	99%	100%	98%	80%	100%	100%
Percentage of Tested Scoring 65-100	95%	99%	95%	60%	100%	100%
Percentage of Tested Scoring 85-100	61%	72%	73%	20%	20%	25%
Mathematics A						
Number Tested	148	134	127	7	13	5
Number Scoring 55-100	148	134	127	7	13	5
Number Scoring 65-100	145	133	127	7	13	5
Number Scoring 85-100	117	95	79	3	6	1
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	98%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 85-100	79%	71%	62%	43%	46%	20%
Mathematics B						
Number Tested	54	43	101	1	0	1
Number Scoring 55-100	54	43	101	#	0	#
Number Scoring 65-100	54	43	97	#	0	#
Number Scoring 85-100	27	39	61	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	96%	#	0%	#
Percentage of Tested Scoring 85-100	50%	91%	60%	#	0%	#
Global History and Geography						
Number Tested	171	0	127	10	0	4
Number Scoring 55-100	170	0	126	10	0	#
Number Scoring 65-100	167	0	123	9	0	#
Number Scoring 85-100	128	0	88	2	0	#
Percentage of Tested Scoring 55-100	99%	0%	99%	100%	0%	#
Percentage of Tested Scoring 65-100	98%	0%	97%	90%	0%	#
Percentage of Tested Scoring 85-100	75%	0%	69%	20%	0%	#
U.S. History and Government						
Number Tested	154	163	130	6	10	12
Number Scoring 55-100	154	162	128	6	10	12
Number Scoring 65-100	151	160	123	6	10	11
Number Scoring 85-100	122	129	98	3	6	7
Percentage of Tested Scoring 55-100	100%	99%	98%	100%	100%	100%
Percentage of Tested Scoring 65-100	98%	98%	95%	100%	100%	92%
Percentage of Tested Scoring 85-100	79%	79%	75%	50%	60%	58%

(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	161	119	126	7	9	4
Number Scoring 55-100	161	119	126	7	9	#
Number Scoring 65-100	161	118	126	7	9	#
Number Scoring 85-100	111	86	68	2	3	#
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	#
Percentage of Tested Scoring 65-100	100%	99%	100%	100%	100%	#
Percentage of Tested Scoring 85-100	69%	72%	54%	29%	33%	#
Physical Setting/Earth Science						
Number Tested	117	131	140	6	6	8
Number Scoring 55-100	117	131	139	6	6	8
Number Scoring 65-100	117	131	137	6	6	7
Number Scoring 85-100	96	85	84	5	6	4
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	100%	98%	100%	100%	88%
Percentage of Tested Scoring 85-100	82%	65%	60%	83%	100%	50%
Physical Setting/Chemistry						
Number Tested	136	130	107	3	2	5
Number Scoring 55-100	134	130	107	#	#	5
Number Scoring 65-100	130	124	104	#	#	5
Number Scoring 85-100	39	41	35	#	#	2
Percentage of Tested Scoring 55-100	99%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	96%	95%	97%	#	#	100%
Percentage of Tested Scoring 85-100	29%	32%	33%	#	#	40%
Physical Setting/Physics						
Number Tested		2	0		0	0
Number Scoring 55-100		#	0		0	0
Number Scoring 65-100		#	0		0	0
Number Scoring 85-100		#	0		0	0
Percentage of Tested Scoring 55-100		#	0%		0%	0%
Percentage of Tested Scoring 65-100		#	0%		0%	0%
Percentage of Tested Scoring 85-100		#	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	45	44	26	0	0	0
Number Scoring 55-100	45	44	26	0	0	0
Number Scoring 65-100	45	44	26	0	0	0
Number Scoring 85-100	32	30	21	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	71%	68%	81%	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	62	62	57	0	0	2
Number Scoring 55-100	62	62	57	0	0	#
Number Scoring 65-100	62	62	55	0	0	#
Number Scoring 85-100	53	43	33	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	96%	0%	0%	#
Percentage of Tested Scoring 85-100	85%	69%	58%	0%	0%	#
Comprehensive Latin						
Number Tested	12	18	17	0	0	0
Number Scoring 55-100	12	17	17	0	0	0
Number Scoring 65-100	12	17	17	0	0	0
Number Scoring 85-100	11	16	17	0	0	0
Percentage of Tested Scoring 55-100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	92%	89%	100%	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	127	0%	0%	33%	67%
	Students with Disabilities	9	0%	0%	89%	11%
	All Students	136	0%	0%	37%	63%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	129	0%	2%	50%	48%
	Students with Disabilities	12	8%	17%	58%	17%
	All Students	141	1%	4%	50%	45%

(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	2	0	#	#	#	#
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	150	150	150	11	11	11	161	161	161
Number Scoring 55–64	2	1	0	1	0	1	3	1	1
Number Scoring 65–84	31	26	26	7	4	6	38	30	32
Number Scoring 85–100	115	121	123	2	6	4	117	127	127
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 9-12)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	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)