# New York State School Report Card Comprehensive Information Report 

| BEDS Code: | 46-19-01-04-0002 | Grade Range : |
| :--- | :--- | :--- | PK-5

Fall Enrollment

| Grade | $\mathbf{2 0 0 2 - 0 3}$ | $\mathbf{2 0 0 3 - 0 4}$ | $\mathbf{2 0 0 4 - 0 5}$ |
| :--- | :---: | :---: | :---: |
| Pre-K | 36 | 34 | 36 |
| Kindergarten | 68 | 71 | 54 |
| First | 64 | 66 | 72 |
| Second | 72 | 65 | 60 |
| Third | 91 | 69 | 65 |
| Fourth | 96 | 83 | 65 |
| Fifth | 86 | 89 | 76 |
| Sixth | 0 | 0 | 0 |
| Ungraded Elementary | 0 | 0 | 0 |
| Seventh | 0 | 0 | 0 |
| Eighth | 0 | 0 | 0 |
| Ninth | 0 | 0 | 0 |
| Tenth | 0 | 0 | 0 |
| Eleventh | 0 | 0 | 0 |
| Twelfth | 0 | 0 | 0 |
| Ungraded Secondary | 0 | 0 | 0 |
| Total K-12 Enrollment | 477 | 443 | 392 |

## Student Racial/Ethnic Origin

| Race/Ethnicity | 2002-03 |  | 2003-04 |  | 2004-05 |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | No. of <br> Students | \% of Enroll. | No. of <br> Students | \% of Enroll. | No. of <br> Students | \% of Enroll. |
| American Indian, Alaskan, Asian, <br> or Pacific Islander | 6 | $1.3 \%$ | 3 | $0.7 \%$ | 5 | $1.3 \%$ |
| Black (Not Hispanic) | 0 | $0.0 \%$ | 5 | $1.1 \%$ | 3 | $0.8 \%$ |
| Hispanic | 3 | $0.6 \%$ | 0 | $0.0 \%$ | 0 | $0.0 \%$ |
| White (Not Hispanic) | 468 | $98.1 \%$ | 435 | $98.2 \%$ | 384 | $98.0 \%$ |

Average Class Size

| Grade Level | $\mathbf{2 0 0 2 - 0 3}$ | $\mathbf{2 0 0 3 - 0 4}$ | $\mathbf{2 0 0 4 - 0 5}$ |
| :--- | :---: | :---: | :---: |
| Kindergarten | 16 | 18 | 18 |
| Common Branch | 18 | 17 | 16 |
| English Grade 8 | 0 | 0 | 0 |
| Mathematics Grade 8 | 0 | 0 | 0 |
| Science Grade 8 | 0 | 0 | 0 |
| Social Studies Grade 8 | 0 | 0 | 0 |
| English Grade 10 | 0 | 0 | 0 |
| Mathematics Grade 10 | 0 | 0 | 0 |
| Science Grade 10 | 0 | 0 | 0 |
| Social Studies Grade 10 | 0 | 0 | 0 |

(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 <br> district resource capacity. |

Similar School Group and Description

| Similar School Group | Description |
| :---: | :--- |
| 11 | All schools in this group are elementary level schools in rural <br> school districts with high student needs in relation to district <br> resources. The schools in this group are in the middle range of <br> student needs for elementary level schools in these districts. |

All schools within the same $\mathrm{N} / \mathrm{RC}$ 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

|  | $\mathbf{2 0 0 2 - 0 3}$ |  | 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 | 166 | $34.8 \%$ | 156 | $35.2 \%$ | 144 | $36.7 \%$ |

## Attendance and Suspension

|  | 2001-02 |  | 2002-03 |  | 2003-04 |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | No. of <br> Students | $\mathbf{\%}$ of <br> Enroll. | No. of <br> Students | \% of <br> Enroll. | No. of <br> Students | \% of <br> Enroll. |
|  |  | $95.9 \%$ |  | $96.1 \%$ |  | $96.0 \%$ |
| Student Suspensions | 9 | $1.8 \%$ | 2 | $0.4 \%$ | 13 | $2.9 \%$ |

Student Socioeconomic and Stability Indicators
(Percent of Enrollment)

|  | $\mathbf{2 0 0 2 - 0 3}$ | $\mathbf{2 0 0 3 - 0 4}$ | $\mathbf{2 0 0 4 - 0 5}$ |
| :--- | :---: | :---: | :---: |
| Reduced Lunch | $15.7 \%$ | $17.4 \%$ | $20.4 \%$ |
| Public Assistance | $51-60 \%$ | $51-60 \%$ | $51-60 \%$ |
| Student Stability | $90 \%$ | $94 \%$ | $95 \%$ |

Staff Counts

| Staff | 2004-05 |
| :--- | :---: |
| Total Teachers | 37 |
| Total Other Professional Staff | 7 |
| Total Paraprofessionals | NA |
| Teaching Out of Certification* | 1 |

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

# Career Development and Occupational Studies (CDOS) 

Percentage of Students Documenting Self- and
Career-Awareness Information and Career Exploration Activities, K-3

| Grades | $\mathbf{2 0 0 2 - 0 3}$ | $\mathbf{2 0 0 3}-\mathbf{0 4}$ | $\mathbf{2 0 0 4} \mathbf{- 0 5}$ |
| :---: | :---: | :---: | :---: |
| $\mathbf{K - 1}$ | $98 \%$ | $84 \%$ | $0 \%$ |
| $\mathbf{2 - 3}$ | $96 \%$ | $104 \%$ | $0 \%$ |

Students Developing a Career Plan, 4-12

| Grades |  | $\mathbf{2 0 0 2 - 0 3}$ | $\mathbf{2 0 0 3 - 0 4}$ | $\mathbf{2 0 0 4} \mathbf{- 0 5}$ |
| :---: | :--- | :---: | :---: | :---: |
| $\mathbf{4} \mathbf{4 - 5}$ | Number of General-Education Students | 142 | 150 | 0 |
|  | Number of Students with Disabilities | 40 | 30 | 0 |
|  | Number of All Students | 182 | 180 | 0 |
|  | Percent of Enrollment | $100 \%$ | $105 \%$ | $0 \%$ |
|  | 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 | $0 \%$ | $0 \%$ | $0 \%$ |
| $\mathbf{9 - 1 2}$ | 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 | $0 \%$ | $0 \%$ | $0 \%$ |

## Elementary-Level Social Studies

|  |  | Number <br> Tested | \% at Level 1 | \% at Level 2 | \% at Level 3 | \% at Level 4 |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| Nov 2004 | General-Education Students | 62 | $6 \%$ | $15 \%$ | $58 \%$ | $21 \%$ |
|  | Students with Disabilities | 14 | $21 \%$ | $21 \%$ | $57 \%$ | $0 \%$ |
|  | All Students | 76 | $9 \%$ | $16 \%$ | $58 \%$ | $17 \%$ |

## Middle-Level Social Studies

|  |  | Number <br> Tested | \% at Level 1 | \% at Level 2 | \% at Level 3 | \% at Level 4 |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: |
| June 2005 | General-Education Students | 0 | $0 \%$ | $0 \%$ | $0 \%$ | $0 \%$ |
|  | Students with Disabilities | 0 | $0 \%$ | $0 \%$ | $0 \%$ | $0 \%$ |
|  | All Students | 0 | $0 \%$ | $0 \%$ | $0 \%$ | $0 \%$ |

(Form - I)

