

# New York State District Report Card Comprehensive Information Report

BEDS Code: 03-06-01-06-0000

Name: Susquehanna Valley Central School District

Superintendent: Mr. John P. Paske

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	167	162	173
First	154	142	136
Second	153	149	135
Third	153	165	153
Fourth	178	165	161
Fifth	196	179	170
Sixth	173	194	170
Ungraded Elementary	0	0	0
Seventh	212	178	193
Eighth	185	212	171
Ninth	180	186	217
Tenth	160	176	179
Eleventh	161	153	156
Twelfth	124	158	145
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2196	2219	2159

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	13	0.6%	11	0.5%	17	0.8%
Black (Not Hispanic)	39	1.8%	34	1.5%	46	2.1%
Hispanic	12	0.5%	20	0.9%	18	0.8%
White (Not Hispanic)	2132	97.1%	2154	97.1%	2078	96.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	16	17
Common Branch	20	19	18
English Grade 8	21	18	21
Mathematics Grade 8	20	18	20
Science Grade 8	22	20	20
Social Studies Grade 8	23	21	21
English Grade 10	18	22	22
Mathematics Grade 10	18	20	19
Science Grade 10	18	24	25
Social Studies Grade 10	19	21	23

(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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	0.3%	9	0.4%	7	0.3%
Eligible for Free Lunch	325	14.8%	352	15.9%	387	17.9%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.2%		95.2%		95.1%
Student Suspensions	40	1.8%	90	4.1%	91	4.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.6%	7.8%	7.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	188
Total Other Professional Staff	28
Total Paraprofessionals	41
Teaching Out of Certification*	7
Teachers with Temporary Licenses	3

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	95	70	74%	132	90	68%	119	79	66%
Students with Disabilities	9	3	33%	9	2	22%	8	1	12%
All Students	104	73	70%	141	92	65%	127	80	63%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	49	62	1	3	6	6
Percent	39%	49%	1%	2%	5%	5%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
8	1	5	13

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			11		12	
	Entered GED Program*			0		8	
	Total Noncompleters			11		20	
Students with Disabilities	Dropped Out			3		11	
	Entered GED Program*			0		1	
	Total Noncompleters			3		12	
All Students	Dropped Out	6	1.0%	14	2.1%	23	3.3%
	Entered GED Program*	16	2.6%	0	0.0%	9	1.3%
	Total Noncompleters	22	3.5%	14	2.1%	32	4.6%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	31
	Number of Students with Disabilities		0	8
	Number of All Students		0	39
	Percent of Enrollment		0%	12%
6-8	Number of General-Education Students		340	317
	Number of Students with Disabilities		50	47
	Number of All Students		390	364
	Percent of Enrollment		67%	68%
9-12	Number of General-Education Students		656	592
	Number of Students with Disabilities		0	105
	Number of All Students		656	697
	Percent of Enrollment		97%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	48	96%	49	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	71	90%	99	86%	92	97%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	2	#
Science	1	#	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	1	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	37	70%
Science	1	#	0	0%	7	43%
Reading	4	#	0	0%	24	96%
Writing	4	#	0	0%	23	91%
Global Studies	2	#	0	0%	17	24%
U.S. Hist & Gov't	2	#	0	0%	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	152	136	165	10	10	14
Number Scoring 55–100	150	123	154	9	6	9
Number Scoring 65–100	138	106	143	6	4	6
Number Scoring 85–100	25	33	65	1	1	0
Percentage of Tested Scoring 55–100	99%	90%	93%	90%	60%	64%
Percentage of Tested Scoring 65–100	91%	78%	87%	60%	40%	43%
Percentage of Tested Scoring 85–100	16%	24%	39%	10%	10%	0%
<b>Mathematics A</b>						
Number Tested	70	81	194	6	10	20
Number Scoring 55–100	46	59	160	1	6	10
Number Scoring 65–100	16	39	138	1	4	8
Number Scoring 85–100	0	6	26	0	0	0
Percentage of Tested Scoring 55–100	66%	73%	82%	17%	60%	50%
Percentage of Tested Scoring 65–100	23%	48%	71%	17%	40%	40%
Percentage of Tested Scoring 85–100	0%	7%	13%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</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	145	157	193	12	16	28
Number Scoring 55–100	141	138	173	10	7	16
Number Scoring 65–100	127	119	149	6	6	10
Number Scoring 85–100	50	31	42	2	0	0
Percentage of Tested Scoring 55–100	97%	88%	90%	83%	44%	57%
Percentage of Tested Scoring 65–100	88%	76%	77%	50%	38%	36%
Percentage of Tested Scoring 85–100	34%	20%	22%	17%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	152	142	157	9	10	13
Number Scoring 55–100	146	137	153	8	9	11
Number Scoring 65–100	135	110	145	6	4	10
Number Scoring 85–100	70	39	75	2	0	1
Percentage of Tested Scoring 55–100	96%	96%	97%	89%	90%	85%
Percentage of Tested Scoring 65–100	89%	77%	92%	67%	40%	77%
Percentage of Tested Scoring 85–100	46%	27%	48%	22%	0%	8%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	135	179	168	6	17	11
Number Scoring 55–100	135	177	167	6	15	10
Number Scoring 65–100	127	174	159	5	12	6
Number Scoring 85–100	30	57	44	1	1	0
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	88%	91%
Percentage of Tested Scoring 65–100	94%	97%	95%	83%	71%	55%
Percentage of Tested Scoring 85–100	22%	32%	26%	17%	6%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	170	155	144	14	22	15
Number Scoring 55–100	157	143	133	9	17	12
Number Scoring 65–100	145	122	119	7	12	10
Number Scoring 85–100	56	34	51	2	0	0
Percentage of Tested Scoring 55–100	92%	92%	92%	64%	77%	80%
Percentage of Tested Scoring 65–100	85%	79%	83%	50%	55%	67%
Percentage of Tested Scoring 85–100	33%	22%	35%	14%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		92	108		2	3
Number Scoring 55–100		85	107		#	#
Number Scoring 65–100		57	87		#	#
Number Scoring 85–100		3	19		#	#
Percentage of Tested Scoring 55–100		92%	99%		#	#
Percentage of Tested Scoring 65–100		62%	81%		#	#
Percentage of Tested Scoring 85–100		3%	18%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	40	13	37	0	0	0
Number Scoring 55–100	38	13	37	0	0	0
Number Scoring 65–100	37	12	35	0	0	0
Number Scoring 85–100	13	2	12	0	0	0
Percentage of Tested Scoring 55–100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	92%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	15%	32%	0%	0%	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	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 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	75	80	66	2	2	0
Number Scoring 55–100	74	79	64	#	#	0
Number Scoring 65–100	73	79	64	#	#	0
Number Scoring 85–100	32	51	30	#	#	0
Percentage of Tested Scoring 55–100	99%	99%	97%	#	#	0%
Percentage of Tested Scoring 65–100	97%	99%	97%	#	#	0%
Percentage of Tested Scoring 85–100	43%	64%	45%	#	#	0%
<b>Comprehensive Latin</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%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	132	11	0	7	0	0
Number Scoring 55–100	103	11	0	5	0	0
Number Scoring 65–100	89	5	0	3	0	0
Number Scoring 85–100	31	0	0	2	0	0
Percentage of Tested Scoring 55–100	78%	100%	0%	71%	0%	0%
Percentage of Tested Scoring 65–100	67%	45%	0%	43%	0%	0%
Percentage of Tested Scoring 85–100	23%	0%	0%	29%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	85	89	91	3	2	3
Number Scoring 55–100	74	82	79	#	#	#
Number Scoring 65–100	67	73	69	#	#	#
Number Scoring 85–100	32	31	32	#	#	#
Percentage of Tested Scoring 55–100	87%	92%	87%	#	#	#
Percentage of Tested Scoring 65–100	79%	82%	76%	#	#	#
Percentage of Tested Scoring 85–100	38%	35%	35%	#	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	37	95%	59	100%	15	100%
Students with Disabilities	4	#	9	100%	4	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	148	1%	9%	72%	19%
	Students with Disabilities	20	15%	15%	65%	5%
	All Students	168	2%	10%	71%	17%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	150	1%	23%	68%	8%
	Students with Disabilities	24	0%	67%	33%	0%
	All Students	174	1%	29%	63%	7%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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

## 1999 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	129	129	129	15	15	15	144	144	144
Number Scoring 55–64	4	17	4	1	3	0	5	20	4
Number Scoring 65–84	69	67	88	6	5	8	75	72	96
Number Scoring 85–100	47	39	34	1	0	0	48	39	34
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)