

New York State School Report Card Comprehensive Information Report

BEDS Code: 10-14-01-04-0005

Grade Range : 9-12

Name: Ichabod Crane Senior High School

Principal: L. Collett & W. Schneider

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	2	0	0
Eighth	2	0	0
Ninth	194	188	236
Tenth	174	182	161
Eleventh	171	181	173
Twelfth	143	162	165
Ungraded Secondary	0	0	0
Total K-12 Enrollment	686	713	735

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	9	1.3%	10	1.4%	10	1.4%
Black (Not Hispanic)	14	2.0%	13	1.8%	12	1.6%
Hispanic	3	0.4%	2	0.3%	0	0.0%
White (Not Hispanic)	660	96.2%	688	96.5%	713	97.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
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	19	17	23
Mathematics Grade 10	0	18	18
Science Grade 10	15	25	17
Social Studies Grade 10	21	22	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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	9	1.3%	10	1.4%	2	0.3%
Eligible for Free Lunch	75	10.9%	79	11.1%	64	8.7%

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		92.1%		92.3%		92.2%
Student Suspensions	72	10.2%	56	8.2%	25	3.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.4%	5.6%	4.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	98%	99%

Staff Counts

Staff	2002–2003
Total Teachers	53
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

*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	130	95	73%	129	88	68%	130	84	65%
Students with Disabilities	7	0	0%	14	6	43%	21	2	10%
All Students	137	95	69%	143	94	66%	151	86	57%

*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	66	58	0	2	25	0
Percent	44%	38%	0%	1%	17%	0%

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)
21	2	3	24

*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			9		1	
	Entered GED Program*			3		6	
	Total Noncompleters			12		7	
Students with Disabilities	Dropped Out			4		1	
	Entered GED Program*			1		1	
	Total Noncompleters			5		2	
All Students	Dropped Out	12	1.8%	13	1.8%	2	0.3%
	Entered GED Program*	6	0.9%	4	0.6%	7	1.0%
	Total Noncompleters	18	2.6%	17	2.4%	9	1.2%

*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

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%	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%	9	78%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	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%	4	#	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	0	0%	3	#	4	#
Science	0	0%	1	#	4	#
Reading	0	0%	3	#	2	#
Writing	0	0%	3	#	2	#
Global Studies	0	0%	5	100%	2	#
U.S. Hist & Gov't	2	#	3	#	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	88%	2	#	7	100%
Science	4	#	0	0%	1	#
Reading	3	#	15	100%	9	100%
Writing	7	57%	14	79%	9	89%
Global Studies	5	40%	1	#	8	100%
U.S. Hist & Gov't	11	73%	7	43%	5	100%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	136	145	170	22	12	21
Number Scoring 55–100	128	130	161	15	6	17
Number Scoring 65–100	115	106	154	6	2	13
Number Scoring 85–100	15	54	87	0	1	3
Percentage of Tested Scoring 55–100	94%	90%	95%	68%	50%	81%
Percentage of Tested Scoring 65–100	85%	73%	91%	27%	17%	62%
Percentage of Tested Scoring 85–100	11%	37%	51%	0%	8%	14%
Mathematics A						
Number Tested	0	160	185	0	2	20
Number Scoring 55–100	0	145	156	0	#	9
Number Scoring 65–100	0	116	131	0	#	6
Number Scoring 85–100	0	31	27	0	#	1
Percentage of Tested Scoring 55–100	0%	91%	84%	0%	#	45%
Percentage of Tested Scoring 65–100	0%	72%	71%	0%	#	30%
Percentage of Tested Scoring 85–100	0%	19%	15%	0%	#	5%
Mathematics B (first administered June 2001)						
Number Tested	0	0	90	0	0	0
Number Scoring 55–100	0	0	51	0	0	0
Number Scoring 65–100	0	0	37	0	0	0
Number Scoring 85–100	0	0	6	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	57%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	41%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	7%	0%	0%	0%
Global History and Geography						
Number Tested	183	176	193	27	4	17
Number Scoring 55–100	177	168	177	23	#	12
Number Scoring 65–100	158	155	161	16	#	9
Number Scoring 85–100	66	52	53	0	#	1
Percentage of Tested Scoring 55–100	97%	95%	92%	85%	#	71%
Percentage of Tested Scoring 65–100	86%	88%	83%	59%	#	53%
Percentage of Tested Scoring 85–100	36%	30%	27%	0%	#	6%
U.S. History and Government (first administered June 2001)						
Number Tested	148	173	179	21	17	18
Number Scoring 55–100	129	161	168	10	13	16
Number Scoring 65–100	108	137	145	8	7	13
Number Scoring 85–100	56	48	49	4	0	0
Percentage of Tested Scoring 55–100	87%	93%	94%	48%	76%	89%
Percentage of Tested Scoring 65–100	73%	79%	81%	38%	41%	72%
Percentage of Tested Scoring 85–100	38%	28%	27%	19%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	144	165	150	13	5	19
Number Scoring 55–100	143	165	148	13	5	18
Number Scoring 65–100	140	163	138	11	5	13
Number Scoring 85–100	39	49	50	0	0	0
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	100%	95%
Percentage of Tested Scoring 65–100	97%	99%	92%	85%	100%	68%
Percentage of Tested Scoring 85–100	27%	30%	33%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	159	208	53	15	23	14
Number Scoring 55–100	151	189	41	11	16	9
Number Scoring 65–100	131	160	29	7	12	8
Number Scoring 85–100	48	44	5	2	0	1
Percentage of Tested Scoring 55–100	95%	91%	77%	73%	70%	64%
Percentage of Tested Scoring 65–100	82%	77%	55%	47%	52%	57%
Percentage of Tested Scoring 85–100	30%	21%	9%	13%	0%	7%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		102	128		1	2
Number Scoring 55–100		93	112		#	#
Number Scoring 65–100		72	81		#	#
Number Scoring 85–100		11	20		#	#
Percentage of Tested Scoring 55–100		91%	88%		#	#
Percentage of Tested Scoring 65–100		71%	63%		#	#
Percentage of Tested Scoring 85–100		11%	16%		#	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	26	26	15	0	0	0
Number Scoring 55–100	24	24	15	0	0	0
Number Scoring 65–100	21	21	15	0	0	0
Number Scoring 85–100	9	7	9	0	0	0
Percentage of Tested Scoring 55–100	92%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	81%	81%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	35%	27%	60%	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	12	0	0	0	0	0
Number Scoring 55–100	12	0	0	0	0	0
Number Scoring 65–100	12	0	0	0	0	0
Number Scoring 85–100	4	0	0	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	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	43	73	81	0	0	2
Number Scoring 55–100	43	72	78	0	0	#
Number Scoring 65–100	43	68	75	0	0	#
Number Scoring 85–100	32	26	45	0	0	#
Percentage of Tested Scoring 55–100	100%	99%	96%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	93%	93%	0%	0%	#
Percentage of Tested Scoring 85–100	74%	36%	56%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	187	57	1	11	2	0
Number Scoring 55–100	143	39	#	5	#	0
Number Scoring 65–100	115	31	#	3	#	0
Number Scoring 85–100	31	2	#	0	#	0
Percentage of Tested Scoring 55–100	76%	68%	#	45%	#	0%
Percentage of Tested Scoring 65–100	61%	54%	#	27%	#	0%
Percentage of Tested Scoring 85–100	17%	4%	#	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	106	117	13	2	4	1
Number Scoring 55–100	90	97	6	#	#	#
Number Scoring 65–100	76	81	5	#	#	#
Number Scoring 85–100	29	27	0	#	#	#
Percentage of Tested Scoring 55–100	85%	83%	46%	#	#	#
Percentage of Tested Scoring 65–100	72%	69%	38%	#	#	#
Percentage of Tested Scoring 85–100	27%	23%	0%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	32	100%	26	100%	29	93%
Students with Disabilities	19	89%	16	100%	10	100%

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
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
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

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	134	134	134	28	28	28	162	162	162
Number Scoring 55–64	5	10	4	8	8	2	13	18	6
Number Scoring 65–84	59	66	77	12	8	18	71	74	95
Number Scoring 85–100	64	47	47	1	3	2	65	50	49
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)