

New York State District Report Card Comprehensive Information Report

BEDS Code: 49-15-01-04-0000

Name: Schodack Central School District

Superintendent: Mr. Douglas B. Hamlin

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	106	81	76
First	105	98	81
Second	83	109	105
Third	100	89	108
Fourth	95	106	93
Fifth	82	97	101
Sixth	111	88	100
Ungraded Elementary	0	0	0
Seventh	101	107	82
Eighth	88	104	101
Ninth	106	103	104
Tenth	107	89	89
Eleventh	75	90	84
Twelfth	94	81	95
Ungraded Secondary	1	0	0
Total K-12 Enrollment	1254	1242	1219

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	16	1.3%	12	1.0%	14	1.1%
Black (Not Hispanic)	10	0.8%	9	0.7%	15	1.2%
Hispanic	20	1.6%	25	2.0%	26	2.1%
White (Not Hispanic)	1208	96.3%	1196	96.3%	1164	95.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	20	19
Common Branch	23	22	22
English Grade 8	16	20	21
Mathematics Grade 8	15	20	19
Science Grade 8	15	21	19
Social Studies Grade 8	0	20	20
English Grade 10	26	23	17
Mathematics Grade 10	22	17	15
Science Grade 10	20	18	20
Social Studies Grade 10	20	30	19

(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	8	0.6%	2	0.2%	5	0.4%
Eligible for Free Lunch	105	8.4%	104	8.4%	128	10.5%

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		94.6%		95.4%		95.7%
Student Suspensions	39	3.1%	31	2.5%	40	3.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.7%	3.2%	5.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	94
Total Other Professional Staff	20
Total Paraprofessionals	34
Teaching Out of Certification*	2
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	81	62	77%	69	45	65%	81	48	59%
Students with Disabilities	10	3	30%	6	0	0%	8	1	12%
All Students	91	65	71%	75	45	60%	89	49	55%

*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	34	41	0	2	12	0
Percent	38%	46%	0%	2%	13%	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)
8	1	1	9

*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			0		3	
	Entered GED Program*			0		5	
	Total Noncompleters			0		8	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	3	0.8%	0	0.0%	3	0.8%
	Entered GED Program*	5	1.3%	0	0.0%	5	1.3%
	Total Noncompleters	8	2.1%	0	0.0%	8	2.2%

*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		86	91
	Number of Students with Disabilities		18	12
	Number of All Students		104	103
	Percent of Enrollment		35%	36%
9-12	Number of General-Education Students		320	315
	Number of Students with Disabilities		43	57
	Number of All Students		363	372
	Percent of Enrollment		100%	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%	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	27	100%	0	0%	0	0%

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	1	#	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	0	0%	0	0%	7	86%
Science	0	0%	1	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	2	#	1	#
U.S. Hist & Gov't	2	#	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	7	100%	14	100%
Science	4	#	9	78%	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	4	#	3	#	4	#
U.S. Hist & Gov't	6	100%	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	83	87	88	5	2	9
Number Scoring 55–100	82	84	87	5	#	9
Number Scoring 65–100	76	81	85	3	#	7
Number Scoring 85–100	43	59	36	0	#	0
Percentage of Tested Scoring 55–100	99%	97%	99%	100%	#	100%
Percentage of Tested Scoring 65–100	92%	93%	97%	60%	#	78%
Percentage of Tested Scoring 85–100	52%	68%	41%	0%	#	0%
Mathematics A						
Number Tested	91	85	106	2	11	19
Number Scoring 55–100	82	67	88	#	6	7
Number Scoring 65–100	76	52	70	#	4	4
Number Scoring 85–100	34	20	9	#	1	0
Percentage of Tested Scoring 55–100	90%	79%	83%	#	55%	37%
Percentage of Tested Scoring 65–100	84%	61%	66%	#	36%	21%
Percentage of Tested Scoring 85–100	37%	24%	8%	#	9%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	32	0	0	1
Number Scoring 55–100	0	0	29	0	0	#
Number Scoring 65–100	0	0	23	0	0	#
Number Scoring 85–100	0	0	4	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	91%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	72%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	12%	0%	0%	#
Global History and Geography						
Number Tested	99	98	84	6	9	17
Number Scoring 55–100	98	91	80	5	7	15
Number Scoring 65–100	91	90	75	3	7	12
Number Scoring 85–100	42	24	33	0	0	2
Percentage of Tested Scoring 55–100	99%	93%	95%	83%	78%	88%
Percentage of Tested Scoring 65–100	92%	92%	89%	50%	78%	71%
Percentage of Tested Scoring 85–100	42%	24%	39%	0%	0%	12%
U.S. History and Government (first administered June 2001)						
Number Tested	85	84	96	5	1	8
Number Scoring 55–100	76	81	93	3	#	7
Number Scoring 65–100	68	75	89	0	#	6
Number Scoring 85–100	31	29	51	0	#	1
Percentage of Tested Scoring 55–100	89%	96%	97%	60%	#	88%
Percentage of Tested Scoring 65–100	80%	89%	93%	0%	#	75%
Percentage of Tested Scoring 85–100	36%	35%	53%	0%	#	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	95	83	83	6	7	17
Number Scoring 55–100	94	83	81	5	7	17
Number Scoring 65–100	91	80	73	4	5	13
Number Scoring 85–100	21	42	26	0	0	2
Percentage of Tested Scoring 55–100	99%	100%	98%	83%	100%	100%
Percentage of Tested Scoring 65–100	96%	96%	88%	67%	71%	76%
Percentage of Tested Scoring 85–100	22%	51%	31%	0%	0%	12%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	93	84	90	12	1	17
Number Scoring 55–100	83	83	86	8	#	15
Number Scoring 65–100	74	82	79	5	#	13
Number Scoring 85–100	40	32	35	0	#	3
Percentage of Tested Scoring 55–100	89%	99%	96%	67%	#	88%
Percentage of Tested Scoring 65–100	80%	98%	88%	42%	#	76%
Percentage of Tested Scoring 85–100	43%	38%	39%	0%	#	18%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		84	78		4	2
Number Scoring 55–100		71	66		#	#
Number Scoring 65–100		46	56		#	#
Number Scoring 85–100		6	14		#	#
Percentage of Tested Scoring 55–100		85%	85%		#	#
Percentage of Tested Scoring 65–100		55%	72%		#	#
Percentage of Tested Scoring 85–100		7%	18%		#	#
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	22	12	12	0	0	0
Number Scoring 55–100	21	12	12	0	0	0
Number Scoring 65–100	20	12	12	0	0	0
Number Scoring 85–100	7	0	4	0	0	0
Percentage of Tested Scoring 55–100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	32%	0%	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	40	46	48	1	0	1
Number Scoring 55–100	40	46	48	#	0	#
Number Scoring 65–100	40	46	48	#	0	#
Number Scoring 85–100	33	30	30	#	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	82%	65%	62%	#	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	2	0	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%
Sequential Mathematics, Course III						
Number Tested	61	23	3	0	0	0
Number Scoring 55–100	56	23	#	0	0	0
Number Scoring 65–100	51	23	#	0	0	0
Number Scoring 85–100	28	14	#	0	0	0
Percentage of Tested Scoring 55–100	92%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	84%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	46%	61%	#	0%	0%	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	85	100%	63	94%	82	91%
Students with Disabilities	12	92%	17	100%	20	90%

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	94	2%	3%	67%	28%
	Students with Disabilities	5	0%	20%	60%	20%
	All Students	99	2%	4%	67%	27%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	88	0%	10%	51%	39%
	Students with Disabilities	13	0%	31%	62%	8%
	All Students	101	0%	13%	52%	35%

(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	80	80	80	7	7	7	87	87	87
Number Scoring 55–64	3	4	0	1	1	2	4	5	2
Number Scoring 65–84	36	46	48	4	4	3	40	50	51
Number Scoring 85–100	40	29	31	1	1	1	41	30	32
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – K)