

# New York State District Report Card Comprehensive Information Report

BEDS Code: 52-12-00-05-0000

Name: Mechanicville City School District

Superintendent: Michael J. Mccarthy

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	105	117	104
First	106	103	104
Second	143	104	100
Third	100	125	96
Fourth	127	115	122
Fifth	120	94	112
Sixth	130	119	97
Ungraded Elementary	0	0	0
Seventh	128	130	127
Eighth	108	123	118
Ninth	100	103	118
Tenth	100	99	94
Eleventh	99	99	92
Twelfth	98	101	101
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1464	1432	1385

## 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	1.1%	10	0.7%	23	1.7%
Black (Not Hispanic)	9	0.6%	13	0.9%	28	2.0%
Hispanic	7	0.5%	7	0.5%	4	0.3%
White (Not Hispanic)	1432	97.8%	1402	97.9%	1330	96.0%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	23	20
Common Branch	20	19	18
English Grade 8	16	23	25
Mathematics Grade 8	16	24	23
Science Grade 8	19	24	21
Social Studies Grade 8	19	21	22
English Grade 10	20	19	17
Mathematics Grade 10	22	17	18
Science Grade 10	19	15	17
Social Studies Grade 10	17	20	16

(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	1	0.1%	1	0.1%	0	0.0%
Eligible for Free Lunch	172	11.7%	188	13.1%	112	8.1%

### 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		95.1%		87.7%		88.9%
Student Suspensions	121	7.9%	75	5.1%	97	6.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.0%	5.4%	4.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	106
Total Other Professional Staff	12
Total Paraprofessionals	31
Teaching Out of Certification*	6
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	83	52	63%	84	59	70%	75	50	67%
Students with Disabilities	8	0	0%	7	1	14%	6	1	17%
All Students	91	52	57%	91	60	66%	81	51	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	33	33	2	2	11	0
Percent	41%	41%	2%	2%	14%	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)
6	1	1	7

\*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			7		2	
	Entered GED Program*			0		0	
	Total Noncompleters			7		2	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	13	3.3%	7	1.7%	2	0.5%
	Entered GED Program*	3	0.8%	0	0.0%	0	0.0%
	Total Noncompleters	16	4.0%	7	1.7%	2	0.5%

\*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	18	67%	23	57%	23	74%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	68	68%	89	70%	78	79%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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%	1	#	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%	1	#	0	0%

## Students with Disabilities

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

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	100	88	78	9	8	5
Number Scoring 55–100	93	87	77	6	7	5
Number Scoring 65–100	83	77	71	2	5	4
Number Scoring 85–100	24	32	26	0	0	0
Percentage of Tested Scoring 55–100	93%	99%	99%	67%	88%	100%
Percentage of Tested Scoring 65–100	83%	88%	91%	22%	62%	80%
Percentage of Tested Scoring 85–100	24%	36%	33%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	78	107	0	5	11
Number Scoring 55–100	0	55	93	0	5	8
Number Scoring 65–100	0	46	74	0	0	6
Number Scoring 85–100	0	15	20	0	0	1
Percentage of Tested Scoring 55–100	0%	71%	87%	0%	100%	73%
Percentage of Tested Scoring 65–100	0%	59%	69%	0%	0%	55%
Percentage of Tested Scoring 85–100	0%	19%	19%	0%	0%	9%
<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	92	99	87	8	8	9
Number Scoring 55–100	90	92	82	7	7	6
Number Scoring 65–100	82	82	76	5	6	3
Number Scoring 85–100	30	18	30	2	0	1
Percentage of Tested Scoring 55–100	98%	93%	94%	88%	88%	67%
Percentage of Tested Scoring 65–100	89%	83%	87%	62%	75%	33%
Percentage of Tested Scoring 85–100	33%	18%	34%	25%	0%	11%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	91	89	95	6	8	11
Number Scoring 55–100	84	85	90	5	7	10
Number Scoring 65–100	63	71	80	1	5	10
Number Scoring 85–100	23	12	22	0	0	1
Percentage of Tested Scoring 55–100	92%	96%	95%	83%	88%	91%
Percentage of Tested Scoring 65–100	69%	80%	84%	17%	62%	91%
Percentage of Tested Scoring 85–100	25%	13%	23%	0%	0%	9%

(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	77	57	67	2	2	2
Number Scoring 55–100	77	57	66	#	#	#
Number Scoring 65–100	76	57	63	#	#	#
Number Scoring 85–100	18	7	23	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	99%	#	#	#
Percentage of Tested Scoring 65–100	99%	100%	94%	#	#	#
Percentage of Tested Scoring 85–100	23%	12%	34%	#	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	94	102	115	4	10	6
Number Scoring 55–100	71	88	104	#	9	6
Number Scoring 65–100	49	73	80	#	6	6
Number Scoring 85–100	13	20	12	#	1	0
Percentage of Tested Scoring 55–100	76%	86%	90%	#	90%	100%
Percentage of Tested Scoring 65–100	52%	72%	70%	#	60%	100%
Percentage of Tested Scoring 85–100	14%	20%	10%	#	10%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		43	31		1	0
Number Scoring 55–100		43	27		#	0
Number Scoring 65–100		40	23		#	0
Number Scoring 85–100		9	5		#	0
Percentage of Tested Scoring 55–100		100%	87%		#	0%
Percentage of Tested Scoring 65–100		93%	74%		#	0%
Percentage of Tested Scoring 85–100		21%	16%		#	0%
<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	0	0	13	0	0	0
Number Scoring 55–100	0	0	13	0	0	0
Number Scoring 65–100	0	0	13	0	0	0
Number Scoring 85–100	0	0	6	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	46%	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	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 Spanish</b>						
Number Tested	78	50	33	0	1	0
Number Scoring 55–100	78	50	33	0	#	0
Number Scoring 65–100	76	45	33	0	#	0
Number Scoring 85–100	55	13	21	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	97%	90%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	71%	26%	64%	0%	#	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	93	22	3	3	1	1
Number Scoring 55–100	79	13	#	#	#	#
Number Scoring 65–100	77	8	#	#	#	#
Number Scoring 85–100	28	0	#	#	#	#
Percentage of Tested Scoring 55–100	85%	59%	#	#	#	#
Percentage of Tested Scoring 65–100	83%	36%	#	#	#	#
Percentage of Tested Scoring 85–100	30%	0%	#	#	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	52	61	48	1	2	1
Number Scoring 55–100	46	55	30	#	#	#
Number Scoring 65–100	41	49	25	#	#	#
Number Scoring 85–100	13	17	9	#	#	#
Percentage of Tested Scoring 55–100	88%	90%	62%	#	#	#
Percentage of Tested Scoring 65–100	79%	80%	52%	#	#	#
Percentage of Tested Scoring 85–100	25%	28%	19%	#	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	38	100%	38	100%	58	93%
Students with Disabilities	11	64%	10	80%	14	71%

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	113	5%	7%	64%	24%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	113	5%	7%	64%	24%

### 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	104	1%	39%	45%	14%
	Students with Disabilities	10	40%	30%	30%	0%
	All Students	114	4%	39%	44%	13%

(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	87	87	87	14	14	14	101	101	101
Number Scoring 55–64	2	9	6	1	1	3	3	10	9
Number Scoring 65–84	48	57	49	4	5	5	52	62	54
Number Scoring 85–100	29	12	25	2	0	0	31	12	25
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)