

New York State School Report Card Comprehensive Information Report

BEDS Code: 52-17-01-04-0002
 Name: Schuylerville Junior-Senior High School
 Principal: Thomas Martin

Grade Range : 7-12

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	143	134	119
Eighth	141	139	129
Ninth	120	135	133
Tenth	104	107	130
Eleventh	130	92	101
Twelfth	109	112	93
Ungraded Secondary	0	1	1
Total K-12 Enrollment	747	720	706

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	3	0.4%	5	0.7%	6	0.8%
Black (Not Hispanic)	3	0.4%	4	0.6%	4	0.6%
Hispanic	5	0.7%	4	0.6%	3	0.4%
White (Not Hispanic)	736	98.5%	707	98.2%	693	98.2%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	25	21
Mathematics Grade 8	18	20	21
Science Grade 8	16	23	21
Social Studies Grade 8	19	20	20
English Grade 10	19	21	18
Mathematics Grade 10	0	12	11
Science Grade 10	20	24	19
Social Studies Grade 10	19	20	20

(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	0	0.0%	0	0.0%	5	0.7%
Eligible for Free Lunch	80	10.7%	105	14.6%	101	14.3%

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		93.0%		93.7%		95.0%
Student Suspensions	25	3.3%	57	7.6%	61	8.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.8%	0.8%	7.2%
Public Assistance	11-20%	11-20%	1-10%
Student Stability	98%	1%	98%

Staff Counts

Staff	2002–2003
Total Teachers	67
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	88	64	73%	100	76	76%	75	53	71%
Students with Disabilities	6	2	33%	14	4	29%	17	3	18%
All Students	94	66	70%	114	80	70%	92	56	61%

*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	35	2	4	9	9
Percent	36%	38%	2%	4%	10%	10%

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)
17	3	5	22

*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			2		4	
	Entered GED Program*			0		7	
	Total Noncompleters			2		11	
Students with Disabilities	Dropped Out			0		4	
	Entered GED Program*			0		5	
	Total Noncompleters			0		9	
All Students	Dropped Out	5	1.1%	2	0.4%	8	1.7%
	Entered GED Program*	5	1.1%	0	0.0%	12	2.6%
	Total Noncompleters	10	2.2%	2	0.4%	20	4.4%

*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		117	107
	Number of Students with Disabilities		13	22
	Number of All Students		130	129
	Percent of Enrollment		48%	52%
9-12	Number of General-Education Students		111	101
	Number of Students with Disabilities		9	16
	Number of All Students		120	117
	Percent of Enrollment		27%	26%

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%	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	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	0	0%	4	#	3	#
Science	2	#	3	#	0	0%
Reading	0	0%	1	#	2	#
Writing	0	0%	1	#	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	23	74%	21	95%	20	100%
Science	9	89%	21	90%	5	100%
Reading	15	100%	24	83%	22	77%
Writing	18	78%	4	#	16	88%
Global Studies	11	45%	8	75%	12	75%
U.S. Hist & Gov't	11	64%	4	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	113	87	100	16	13	12
Number Scoring 55–100	109	79	95	12	8	10
Number Scoring 65–100	100	74	90	5	6	8
Number Scoring 85–100	30	29	34	1	0	0
Percentage of Tested Scoring 55–100	96%	91%	95%	75%	62%	83%
Percentage of Tested Scoring 65–100	88%	85%	90%	31%	46%	67%
Percentage of Tested Scoring 85–100	27%	33%	34%	6%	0%	0%
Mathematics A						
Number Tested	104	107	130	18	8	23
Number Scoring 55–100	90	93	118	7	3	14
Number Scoring 65–100	76	80	101	4	1	9
Number Scoring 85–100	29	30	31	2	0	3
Percentage of Tested Scoring 55–100	87%	87%	91%	39%	38%	61%
Percentage of Tested Scoring 65–100	73%	75%	78%	22%	12%	39%
Percentage of Tested Scoring 85–100	28%	28%	24%	11%	0%	13%
Mathematics B (first administered June 2001)						
Number Tested	0	0	39	0	0	1
Number Scoring 55–100	0	0	38	0	0	#
Number Scoring 65–100	0	0	32	0	0	#
Number Scoring 85–100	0	0	8	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	82%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	21%	0%	0%	#
Global History and Geography						
Number Tested	93	108	123	12	12	18
Number Scoring 55–100	91	101	119	11	10	16
Number Scoring 65–100	82	97	109	7	7	12
Number Scoring 85–100	35	23	44	0	1	1
Percentage of Tested Scoring 55–100	98%	94%	97%	92%	83%	89%
Percentage of Tested Scoring 65–100	88%	90%	89%	58%	58%	67%
Percentage of Tested Scoring 85–100	38%	21%	36%	0%	8%	6%
U.S. History and Government (first administered June 2001)						
Number Tested	103	88	97	7	9	11
Number Scoring 55–100	97	86	95	5	8	10
Number Scoring 65–100	94	82	92	5	8	9
Number Scoring 85–100	50	41	56	1	2	1
Percentage of Tested Scoring 55–100	94%	98%	98%	71%	89%	91%
Percentage of Tested Scoring 65–100	91%	93%	95%	71%	89%	82%
Percentage of Tested Scoring 85–100	49%	47%	58%	14%	22%	9%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	74	91	92	7	6	7
Number Scoring 55–100	74	89	91	7	6	6
Number Scoring 65–100	73	88	90	7	6	6
Number Scoring 85–100	24	33	38	0	0	1
Percentage of Tested Scoring 55–100	100%	98%	99%	100%	100%	86%
Percentage of Tested Scoring 65–100	99%	97%	98%	100%	100%	86%
Percentage of Tested Scoring 85–100	32%	36%	41%	0%	0%	14%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	106	101	107	45	3	2
Number Scoring 55–100	100	101	105	45	#	#
Number Scoring 65–100	93	99	105	44	#	#
Number Scoring 85–100	33	56	63	24	#	#
Percentage of Tested Scoring 55–100	94%	100%	98%	100%	#	#
Percentage of Tested Scoring 65–100	88%	98%	98%	98%	#	#
Percentage of Tested Scoring 85–100	31%	55%	59%	53%	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		31	87		2	1
Number Scoring 55–100		31	81		#	#
Number Scoring 65–100		30	63		#	#
Number Scoring 85–100		4	14		#	#
Percentage of Tested Scoring 55–100		100%	93%		#	#
Percentage of Tested Scoring 65–100		97%	72%		#	#
Percentage of Tested Scoring 85–100		13%	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	9	22	21	0	0	0
Number Scoring 55–100	9	16	21	0	0	0
Number Scoring 65–100	8	14	21	0	0	0
Number Scoring 85–100	3	3	7	0	0	0
Percentage of Tested Scoring 55–100	100%	73%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	89%	64%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	14%	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	29	32	62	0	1	1
Number Scoring 55–100	29	32	62	0	#	#
Number Scoring 65–100	29	32	59	0	#	#
Number Scoring 85–100	18	17	44	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	95%	0%	#	#
Percentage of Tested Scoring 85–100	62%	53%	71%	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	4	0	1	0	0	0
Number Scoring 55–100	#	0	#	0	0	0
Number Scoring 65–100	#	0	#	0	0	0
Number Scoring 85–100	#	0	#	0	0	0
Percentage of Tested Scoring 55–100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	69	62	62	1	1	2
Number Scoring 55–100	62	56	42	#	#	#
Number Scoring 65–100	56	51	40	#	#	#
Number Scoring 85–100	27	14	10	#	#	#
Percentage of Tested Scoring 55–100	90%	90%	68%	#	#	#
Percentage of Tested Scoring 65–100	81%	82%	65%	#	#	#
Percentage of Tested Scoring 85–100	39%	23%	16%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	33	100%	27	100%	20	100%
Students with Disabilities	5	100%	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
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	107	1%	14%	64%	21%
	Students with Disabilities	21	0%	76%	19%	5%
	All Students	128	1%	24%	57%	18%

(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	77	77	77	25	25	25	102	102	102
Number Scoring 55–64	3	3	6	2	1	0	5	4	6
Number Scoring 65–84	38	35	37	14	12	14	52	47	51
Number Scoring 85–100	35	38	33	1	2	0	36	40	33
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)