

# New York State District Report Card

## Comprehensive Information Report

BEDS Code: 01-06-01-06-0000  
 Name: South Colonie Central School District  
 Superintendent: Thomas Brown

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	49	0
Kindergarten	376	324	344
First	385	405	349
Second	405	394	404
Third	415	390	405
Fourth	436	421	411
Fifth	470	441	440
Sixth	506	482	457
Ungraded Elementary	0	3	0
Seventh	477	532	501
Eighth	457	461	539
Ninth	502	484	489
Tenth	469	504	491
Eleventh	473	445	466
Twelfth	427	452	443
Ungraded Secondary	8	1	3
Total K-12 Enrollment	5806	5739	5742

### Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	229	3.9%	236	4.1%	240	4.2%
Black (Not Hispanic)	296	5.1%	330	5.8%	343	6.0%
Hispanic	92	1.6%	91	1.6%	101	1.8%
White (Not Hispanic)	5189	89.4%	5082	88.6%	5058	88.1%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	16	22
Common Branch	21	21	21
English Grade 8	20	19	19
Mathematics Grade 8	23	21	24
Science Grade 8	23	22	22
Social Studies Grade 8	21	22	23
English Grade 10	26	23	23
Mathematics Grade 10	23	21	20
Science Grade 10	22	23	22
Social Studies Grade 10	26	22	22

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	34	0.6%	39	0.7%	45	0.8%
<b>Eligible for Free Lunch</b>	416	7.7%	456	8.4%	466	8.6%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.5%		94.2%		95.8%
<b>Student Suspensions</b>	266	4.6%	230	4.0%	272	4.7%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	4.1%	4.5%	4.4%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	456
Total Other Professional Staff	71
Total Paraprofessionals	212
Teaching Out of Certification*	0

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	356	303	85%	376	325	86%	373	328	88%
Students with Disabilities	33	8	24%	39	16	41%	39	11	28%
All Students	389	311	80%	415	341	82%	412	339	82%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	181	181	9	8	30	3
Percent	44%	44%	2%	2%	7%	1%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
39	11	9	48

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

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	11		22		21	1.2%
	Entered GED Program*	14		12		12	0.7%
	Total Noncompleters	25		34		33	2.0%
Students with Disabilities	Dropped Out	2		12		7	2.8%
	Entered GED Program*	2		3		3	1.2%
	Total Noncompleters	4		15		10	4.0%
All Students	Dropped Out	13	0.7%	34	1.8%	28	1.5%
	Entered GED Program*	16	0.9%	15	0.8%	15	0.8%
	Total Noncompleters	29	1.5%	49	2.6%	43	2.2%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001–02	2002–03	2003–04
K–1	0%	0%	0%
2–3	0%	0%	0%

## Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
4–5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6–8	Number of General-Education Students	419	473	512
	Number of Students with Disabilities	70	34	56
	Number of All Students	489	507	568
	Percent of Enrollment	34%	34%	38%
9–12	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	161		
Completed and Passed Regents Exams	160	99%	77%
Completed and had Course Average of 75% or More	143	89%	81%
Completed and Attained a HS Diploma or Equivalent	159	99%	96%
Completed and Whose Status is Known	149		
Completed and Were Successfully Placed	148	99%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	1	3%	30%
Underrepresented Gender Members Who Completed	3	9%	19%

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	85	98%	79	99%	78	99%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	282	98%	311	99%	381	95%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	7	57%	10	100%	7	71%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	6	83%	3	#
Science	8	88%	2	#	1	#
Reading	3	#	1	#	4	#
Writing	3	#	2	#	1	#
Global Studies	3	#	3	#	5	60%
U.S. Hist & Gov't	8	38%	3	#	3	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	44	61%	61	84%	70	80%
Science	22	55%	31	42%	44	73%
Reading	21	86%	20	80%	34	76%
Writing	22	91%	14	93%	33	85%
Global Studies	25	68%	42	43%	61	59%
U.S. Hist & Gov't	29	72%	31	71%	37	68%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive English</b>						
Number Tested	433	423	439	37	37	31
Number Scoring 55–100	425	412	430	33	31	26
Number Scoring 65–100	413	400	412	28	26	22
Number Scoring 85–100	207	220	233	6	3	4
Percentage of Tested Scoring 55–100	98%	97%	98%	89%	84%	84%
Percentage of Tested Scoring 65–100	95%	95%	94%	76%	70%	71%
Percentage of Tested Scoring 85–100	48%	52%	53%	16%	8%	13%
<b>Mathematics A</b>						
Number Tested	465	567	536	48	65	55
Number Scoring 55–100	342	484	518	11	44	44
Number Scoring 65–100	293	423	495	5	33	37
Number Scoring 85–100	104	57	163	0	6	4
Percentage of Tested Scoring 55–100	74%	85%	97%	23%	68%	80%
Percentage of Tested Scoring 65–100	63%	75%	92%	10%	51%	67%
Percentage of Tested Scoring 85–100	22%	10%	30%	0%	9%	7%
<b>Mathematics B</b>						
Number Tested	0	204	229	0	0	4
Number Scoring 55–100	0	190	215	0	0	#
Number Scoring 65–100	0	157	203	0	0	#
Number Scoring 85–100	0	28	63	0	0	#
Percentage of Tested Scoring 55–100	0%	93%	94%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	77%	89%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	14%	28%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	454	489	480	44	46	38
Number Scoring 55–100	438	446	457	39	34	32
Number Scoring 65–100	402	406	437	29	21	28
Number Scoring 85–100	137	150	205	0	0	4
Percentage of Tested Scoring 55–100	96%	91%	95%	89%	74%	84%
Percentage of Tested Scoring 65–100	89%	83%	91%	66%	46%	74%
Percentage of Tested Scoring 85–100	30%	31%	43%	0%	0%	11%
<b>U.S. History and Government</b>						
Number Tested	459	466	439	40	39	29
Number Scoring 55–100	432	457	417	33	35	23
Number Scoring 65–100	403	437	407	22	24	22
Number Scoring 85–100	130	203	213	1	3	2
Percentage of Tested Scoring 55–100	94%	98%	95%	82%	90%	79%
Percentage of Tested Scoring 65–100	88%	94%	93%	55%	62%	76%
Percentage of Tested Scoring 85–100	28%	44%	49%	3%	8%	7%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	503	458	486	50	43	43
Number Scoring 55–100	500	444	471	48	35	35
Number Scoring 65–100	488	416	441	46	24	29
Number Scoring 85–100	186	150	142	4	3	1
Percentage of Tested Scoring 55–100	99%	97%	97%	96%	81%	81%
Percentage of Tested Scoring 65–100	97%	91%	91%	92%	56%	67%
Percentage of Tested Scoring 85–100	37%	33%	29%	8%	7%	2%
<b>Physical Setting/Earth Science</b>						
Number Tested	92	113	105	0	0	0
Number Scoring 55–100	92	113	105	0	0	0
Number Scoring 65–100	92	113	105	0	0	0
Number Scoring 85–100	72	96	82	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	78%	85%	78%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	391	537	517	19	41	42
Number Scoring 55–100	356	473	460	13	27	31
Number Scoring 65–100	282	366	352	5	12	18
Number Scoring 85–100	42	45	65	0	0	1
Percentage of Tested Scoring 55–100	91%	88%	89%	68%	66%	74%
Percentage of Tested Scoring 65–100	72%	68%	68%	26%	29%	43%
Percentage of Tested Scoring 85–100	11%	8%	13%	0%	0%	2%
<b>Physical Setting/Physics</b>						
Number Tested			171			2
Number Scoring 55–100			167			#
Number Scoring 65–100			150			#
Number Scoring 85–100			40			#
Percentage of Tested Scoring 55–100			98%			#
Percentage of Tested Scoring 65–100			88%			#
Percentage of Tested Scoring 85–100			23%			#

\* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive French</b>						
Number Tested	80	66	78	0	0	0
Number Scoring 55–100	80	66	78	0	0	0
Number Scoring 65–100	80	65	78	0	0	0
Number Scoring 85–100	48	49	60	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	60%	74%	77%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	5	0	0	0	0
Number Scoring 55–100	0	5	0	0	0	0
Number Scoring 65–100	0	5	0	0	0	0
Number Scoring 85–100	0	4	0	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	80%	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	274	270	281	5	1	2
Number Scoring 55–100	274	270	281	5	#	#
Number Scoring 65–100	273	270	279	5	#	#
Number Scoring 85–100	191	207	211	1	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	#
Percentage of Tested Scoring 65–100	100%	100%	99%	100%	#	#
Percentage of Tested Scoring 85–100	70%	77%	75%	20%	#	#
<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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	265	53	0	2	1	0
Number Scoring 55–100	257	44	0	#	#	0
Number Scoring 65–100	243	39	0	#	#	0
Number Scoring 85–100	139	6	0	#	#	0
Percentage of Tested Scoring 55–100	97%	83%	0%	#	#	0%
Percentage of Tested Scoring 65–100	92%	74%	0%	#	#	0%
Percentage of Tested Scoring 85–100	52%	11%	0%	#	#	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	1	#
Students with Disabilities	2	#	0	0%	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	397	5%	4%	66%	25%
	Students with Disabilities	40	45%	23%	30%	3%
	All Students	437	8%	6%	63%	23%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	477	0%	20%	59%	21%
	Students with Disabilities	42	7%	52%	38%	2%
	All Students	519	1%	23%	57%	19%

(Form – I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 2000 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	391	391	391	54	54	54	445	445	445
Number Scoring 55–64	5	0	2	6	9	1	11	9	3
Number Scoring 65–84	232	176	246	29	18	33	261	194	279
Number Scoring 85–100	143	196	137	1	4	1	144	200	138
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			16			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			4			0
Proficient (37-39)			11			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			16			0
Beginning (0-14)			2			0
Intermediate (15-24)			1			0
Advanced (25-32)			6			0
Proficient (33-35)			7			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			9			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			3			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			9			0
Beginning (0-14)			1			0
Intermediate (15-24)			2			0
Advanced (25-32)			3			0
Proficient (33-35)			3			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			10			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			5			0
Proficient (37-39)			4			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			10			0
Beginning (0-14)			0			0
Intermediate (15-24)			5			0
Advanced (25-32)			5			0
Proficient (33-35)			0			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)