

# New York State District Report Card Comprehensive Information Report

BEDS Code: 01-08-02-06-0000  
 Name: Guilderland Central School District  
 Superintendent: Gregory Aidala

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	317	311	339
First	379	366	351
Second	435	389	374
Third	456	433	403
Fourth	444	437	439
Fifth	422	461	468
Sixth	475	437	466
Ungraded Elementary	58	60	0
Seventh	449	484	452
Eighth	466	444	487
Ninth	511	489	478
Tenth	453	499	478
Eleventh	404	449	486
Twelfth	425	408	443
Ungraded Secondary	0	0	0
Total K-12 Enrollment	5694	5667	5664

## 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	196	3.4%	221	3.9%	259	4.6%
Black (Not Hispanic)	182	3.2%	179	3.2%	191	3.4%
Hispanic	69	1.2%	70	1.2%	73	1.3%
White (Not Hispanic)	5247	92.1%	5197	91.7%	5141	90.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	19	18
Common Branch	20	20	20
English Grade 8	24	24	24
Mathematics Grade 8	24	23	24
Science Grade 8	25	23	24
Social Studies Grade 8	25	25	24
English Grade 10	23	22	21
Mathematics Grade 10	21	23	20
Science Grade 10	21	21	20
Social Studies Grade 10	20	20	21

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	95	1.7%	98	1.7%	97	1.7%
Eligible for Free Lunch	154	2.9%	174	3.3%	147	2.8%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.4%		95.4%		95.9%
Student Suspensions	94	1.7%	90	1.6%	118	2.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.9%	1.8%	1.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2003-04
Total Teachers	443
Total Other Professional Staff	74
Total Paraprofessionals	200
Teaching Out of Certification*	4

\*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	336	269	80%	336	272	81%	371	304	82%
Students with Disabilities	38	5	13%	34	7	21%	44	9	20%
All Students	374	274	73%	370	279	75%	415	313	75%

\*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	259	127	4	5	11	9
Percent	62%	31%	1%	1%	3%	2%

## 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)
44	9	10	54

\*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	3		19		23	1.4%
	Entered GED Program*	0		5		2	0.1%
	Total Noncompleters	3		24		25	1.5%
Students with Disabilities	Dropped Out	0		3		6	2.5%
	Entered GED Program*	0		0		3	1.3%
	Total Noncompleters	0		3		9	3.8%
All Students	Dropped Out	3	0.2%	22	1.2%	29	1.5%
	Entered GED Program*	0	0.0%	5	0.3%	5	0.3%
	Total Noncompleters	3	0.2%	27	1.5%	34	1.8%

\*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	820	1193	1206
	Number of Students with Disabilities	179	172	199
	Number of All Students	999	1365	1405
	Percent of Enrollment	71%	99%	100%
9-12	Number of General-Education Students	807	0	0
	Number of Students with Disabilities	192	0	0
	Number of All Students	999	0	0
	Percent of Enrollment	56%	0%	0%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer 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	87	99%	104	99%	110	99%
German	47	98%	41	98%	44	95%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	269	100%	245	99%	285	91%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	4	#	0	0%
German	1	#	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	9	89%	5	60%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	2	#
Science	0	0%	0	0%	2	#
Reading	2	#	4	#	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	6	100%	32	94%	3	#
U.S. Hist & Gov't	2	#	0	0%	5	100%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	100%	24	75%	25	80%
Science	4	#	25	48%	13	23%
Reading	2	#	1	#	8	75%
Writing	2	#	5	100%	7	100%
Global Studies	8	88%	34	62%	14	29%
U.S. Hist & Gov't	1	#	6	67%	11	45%

(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	404	447	480	45	59	44
Number Scoring 55-100	388	427	472	33	45	37
Number Scoring 65-100	365	411	458	24	39	30
Number Scoring 85-100	254	262	334	6	7	5
Percentage of Tested Scoring 55-100	96%	96%	98%	73%	76%	84%
Percentage of Tested Scoring 65-100	90%	92%	95%	53%	66%	68%
Percentage of Tested Scoring 85-100	63%	59%	70%	13%	12%	11%
<b>Mathematics A</b>						
Number Tested	398	549	202	37	53	32
Number Scoring 55-100	346	525	199	19	42	29
Number Scoring 65-100	305	490	190	11	35	24
Number Scoring 85-100	174	191	106	2	11	0
Percentage of Tested Scoring 55-100	87%	96%	99%	51%	79%	91%
Percentage of Tested Scoring 65-100	77%	89%	94%	30%	66%	75%
Percentage of Tested Scoring 85-100	44%	35%	52%	5%	21%	0%
<b>Mathematics B</b>						
Number Tested	0	292	722	0	9	28
Number Scoring 55-100	0	249	688	0	6	26
Number Scoring 65-100	0	206	634	0	3	21
Number Scoring 85-100	0	58	260	0	0	5
Percentage of Tested Scoring 55-100	0%	85%	95%	0%	67%	93%
Percentage of Tested Scoring 65-100	0%	71%	88%	0%	33%	75%
Percentage of Tested Scoring 85-100	0%	20%	36%	0%	0%	18%
<b>Global History and Geography</b>						
Number Tested	433	449	470	48	40	48
Number Scoring 55-100	425	440	461	41	31	45
Number Scoring 65-100	413	433	450	33	28	42
Number Scoring 85-100	202	306	314	6	10	14
Percentage of Tested Scoring 55-100	98%	98%	98%	85%	78%	94%
Percentage of Tested Scoring 65-100	95%	96%	96%	69%	70%	88%
Percentage of Tested Scoring 85-100	47%	68%	67%	12%	25%	29%
<b>U.S. History and Government</b>						
Number Tested	407	446	462	41	58	38
Number Scoring 55-100	398	441	454	38	53	33
Number Scoring 65-100	356	431	443	23	50	28
Number Scoring 85-100	210	322	370	3	16	15
Percentage of Tested Scoring 55-100	98%	99%	98%	93%	91%	87%
Percentage of Tested Scoring 65-100	87%	97%	96%	56%	86%	74%
Percentage of Tested Scoring 85-100	52%	72%	80%	7%	28%	39%

(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	438	502	476	50	64	64
Number Scoring 55-100	433	482	461	46	50	52
Number Scoring 65-100	418	463	437	35	34	39
Number Scoring 85-100	208	202	203	4	7	9
Percentage of Tested Scoring 55-100	99%	96%	97%	92%	78%	81%
Percentage of Tested Scoring 65-100	95%	92%	92%	70%	53%	61%
Percentage of Tested Scoring 85-100	47%	40%	43%	8%	11%	14%
<b>Physical Setting/Earth Science</b>						
Number Tested	445	383	434	19	15	18
Number Scoring 55-100	442	376	429	19	14	17
Number Scoring 65-100	434	364	415	17	12	16
Number Scoring 85-100	272	263	246	8	8	6
Percentage of Tested Scoring 55-100	99%	98%	99%	100%	93%	94%
Percentage of Tested Scoring 65-100	98%	95%	96%	89%	80%	89%
Percentage of Tested Scoring 85-100	61%	69%	57%	42%	53%	33%
<b>Physical Setting/Chemistry</b>						
Number Tested	290	343	401	7	11	11
Number Scoring 55-100	282	339	400	7	11	11
Number Scoring 65-100	264	299	364	7	10	11
Number Scoring 85-100	63	78	95	0	1	2
Percentage of Tested Scoring 55-100	97%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	91%	87%	91%	100%	91%	100%
Percentage of Tested Scoring 85-100	22%	23%	24%	0%	9%	18%
<b>Physical Setting/Physics</b>						
Number Tested			181			3
Number Scoring 55-100			177			#
Number Scoring 65-100			164			#
Number Scoring 85-100			65			#
Percentage of Tested Scoring 55-100			98%			#
Percentage of Tested Scoring 65-100			91%			#
Percentage of Tested Scoring 85-100			36%			#

\* 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	92	89	0	0	0
Number Scoring 55-100	80	92	89	0	0	0
Number Scoring 65-100	78	92	89	0	0	0
Number Scoring 85-100	46	71	72	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	57%	77%	81%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	14	14	17	0	0	1
Number Scoring 55-100	14	14	17	0	0	#
Number Scoring 65-100	14	14	17	0	0	#
Number Scoring 85-100	7	6	9	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	50%	43%	53%	0%	0%	#
<b>Comprehensive German</b>						
Number Tested	23	26	35	0	0	1
Number Scoring 55-100	23	26	35	0	0	#
Number Scoring 65-100	23	26	35	0	0	#
Number Scoring 85-100	16	20	28	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	70%	77%	80%	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	169	174	224	1	2	1
Number Scoring 55-100	169	173	224	#	#	#
Number Scoring 65-100	169	173	223	#	#	#
Number Scoring 85-100	119	138	174	#	#	#
Percentage of Tested Scoring 55-100	100%	99%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	99%	100%	#	#	#
Percentage of Tested Scoring 85-100	70%	79%	78%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	1	0	0	1
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%	#

(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	388	59	0	9	3	0
Number Scoring 55-100	349	44	0	8	#	0
Number Scoring 65-100	329	36	0	6	#	0
Number Scoring 85-100	173	8	0	1	#	0
Percentage of Tested Scoring 55-100	90%	75%	0%	89%	#	0%
Percentage of Tested Scoring 65-100	85%	61%	0%	67%	#	0%
Percentage of Tested Scoring 85-100	45%	14%	0%	11%	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	38	100%	35	100%	32	100%
Students with Disabilities	20	100%	17	94%	13	38%

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	393	1%	1%	37%	62%
	Students with Disabilities	72	13%	6%	65%	17%
	All Students	465	2%	1%	42%	55%

## 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	437	1%	20%	61%	18%
	Students with Disabilities	53	4%	62%	34%	0%
	All Students	490	1%	25%	58%	16%

(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	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	7	0	0	0	1	6
Social Studies	6	1	0	0	1	5
Mathematics	7	0	0	0	1	6
Science	5	1	0	0	2	3

## 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	386	386	386	62	62	62	448	448	448
Number Scoring 55–64	2	4	0	4	4	5	6	8	5
Number Scoring 65–84	184	66	105	26	26	34	210	92	139
Number Scoring 85–100	191	304	275	5	14	8	196	318	283
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			12			0
Beginning (0-18)			2			0
Intermediate (19-31)			1			0
Advanced (32-36)			7			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			12			0
Beginning (0-14)			2			0
Intermediate (15-24)			5			0
Advanced (25-32)			4			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			14			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			4			0
Proficient (37-39)			9			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			14			0
Beginning (0-14)			1			0
Intermediate (15-24)			3			0
Advanced (25-32)			7			0
Proficient (33-35)			3			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			7			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			2			0
Proficient (37-39)			4			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			7			0
Beginning (0-14)			0			0
Intermediate (15-24)			2			0
Advanced (25-32)			3			0
Proficient (33-35)			2			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			19			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			9			0
Proficient (37-39)			8			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			19			0
Beginning (0-14)			1			0
Intermediate (15-24)			5			0
Advanced (25-32)			9			0
Proficient (33-35)			4			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			27			0
Beginning (0-18)			1			0
Intermediate (19-31)			5			0
Advanced (32-36)			9			0
Proficient (37-39)			12			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			27			0
Beginning (0-14)			0			0
Intermediate (15-24)			7			0
Advanced (25-32)			19			0
Proficient (33-35)			1			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)