

# New York State District Report Card Comprehensive Information Report

BEDS Code: 46-01-02-04-0000  
 Name: Altmar-Parish-Williamstown Central School District  
 Superintendent: Deborah Haab

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	120	107	119
First	121	124	103
Second	127	122	124
Third	125	125	113
Fourth	136	123	117
Fifth	118	141	115
Sixth	173	134	137
Ungraded Elementary	18	0	0
Seventh	152	167	133
Eighth	129	145	165
Ninth	138	160	180
Tenth	138	112	128
Eleventh	116	122	98
Twelfth	101	108	115
Ungraded Secondary	9	0	0
Total K-12 Enrollment	1721	1690	1647

## 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	3	0.2%	4	0.2%	3	0.2%
Black (Not Hispanic)	6	0.3%	9	0.5%	8	0.5%
Hispanic	5	0.3%	5	0.3%	3	0.2%
White (Not Hispanic)	1707	99.2%	1672	98.9%	1633	99.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	15	15	17
Common Branch	18	19	17
English Grade 8	17	18	17
Mathematics Grade 8	16	21	23
Science Grade 8	15	18	20
Social Studies Grade 8	15	18	20
English Grade 10	0	33	0
Mathematics Grade 10	27	21	25
Science Grade 10	0	0	0
Social Studies Grade 10	0	33	39

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high 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>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	505	29.3%	553	32.7%	572	34.7%

**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>		93.4%		94.4%		94.4%
<b>Student Suspensions</b>	208	11.7%	147	8.5%	62	3.7%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	10.3%	14.7%	14.2%
<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	137
Total Other Professional Staff	19
Total Paraprofessionals	39
Teaching Out of Certification*	2

\*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	83	45	54%	98	51	52%	92	57	62%
Students with Disabilities	8	0	0%	4	0	0%	9	1	11%
All Students	91	45	49%	102	51	50%	101	58	57%

\*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	29	41	8	9	12	2
Percent	29%	41%	8%	9%	12%	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)
9	1	3	12

\*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	13		4		16	3.5%
	Entered GED Program*	0		1		2	0.4%
	Total Noncompleters	13		5		18	3.9%
Students with Disabilities	Dropped Out	8		6		5	5.5%
	Entered GED Program*	0		0		2	2.2%
	Total Noncompleters	8		6		7	7.7%
All Students	Dropped Out	21	4.2%	10	2.0%	21	3.8%
	Entered GED Program*	0	0.0%	1	0.2%	4	0.7%
	Total Noncompleters	21	4.2%	11	2.2%	25	4.6%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	48	75%	56	93%	62	84%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	51	76%	53	98%	64	75%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	1	#	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	3	#	5	20%

# 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%	0	0%	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%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
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%	3	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(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	114	118	93	8	10	8
Number Scoring 55-100	107	112	91	6	9	8
Number Scoring 65-100	93	105	84	5	7	5
Number Scoring 85-100	32	27	36	0	2	0
Percentage of Tested Scoring 55-100	94%	95%	98%	75%	90%	100%
Percentage of Tested Scoring 65-100	82%	89%	90%	62%	70%	62%
Percentage of Tested Scoring 85-100	28%	23%	39%	0%	20%	0%
<b>Mathematics A</b>						
Number Tested	11	114	74	0	13	3
Number Scoring 55-100	7	90	70	0	9	#
Number Scoring 65-100	4	67	55	0	6	#
Number Scoring 85-100	0	9	9	0	2	#
Percentage of Tested Scoring 55-100	64%	79%	95%	0%	69%	#
Percentage of Tested Scoring 65-100	36%	59%	74%	0%	46%	#
Percentage of Tested Scoring 85-100	0%	8%	12%	0%	15%	#
<b>Mathematics B</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	120	112	120	15	12	10
Number Scoring 55-100	114	95	97	13	7	6
Number Scoring 65-100	103	85	86	9	4	5
Number Scoring 85-100	22	26	22	0	1	0
Percentage of Tested Scoring 55-100	95%	85%	81%	87%	58%	60%
Percentage of Tested Scoring 65-100	86%	76%	72%	60%	33%	50%
Percentage of Tested Scoring 85-100	18%	23%	18%	0%	8%	0%
<b>U.S. History and Government</b>						
Number Tested	122	115	87	12	10	8
Number Scoring 55-100	119	113	84	12	9	8
Number Scoring 65-100	109	109	79	11	9	7
Number Scoring 85-100	41	46	38	3	2	3
Percentage of Tested Scoring 55-100	98%	98%	97%	100%	90%	100%
Percentage of Tested Scoring 65-100	89%	95%	91%	92%	90%	88%
Percentage of Tested Scoring 85-100	34%	40%	44%	25%	20%	38%

(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	130	91	99	7	4	11
Number Scoring 55-100	129	88	93	7	#	9
Number Scoring 65-100	124	80	86	7	#	7
Number Scoring 85-100	24	18	7	0	#	0
Percentage of Tested Scoring 55-100	99%	97%	94%	100%	#	82%
Percentage of Tested Scoring 65-100	95%	88%	87%	100%	#	64%
Percentage of Tested Scoring 85-100	18%	20%	7%	0%	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	92	100	93	12	5	6
Number Scoring 55-100	86	94	84	10	3	4
Number Scoring 65-100	74	81	78	6	1	2
Number Scoring 85-100	26	26	27	0	0	0
Percentage of Tested Scoring 55-100	93%	94%	90%	83%	60%	67%
Percentage of Tested Scoring 65-100	80%	81%	84%	50%	20%	33%
Percentage of Tested Scoring 85-100	28%	26%	29%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	35	57	53	1	1	1
Number Scoring 55-100	33	51	50	#	#	#
Number Scoring 65-100	25	29	39	#	#	#
Number Scoring 85-100	1	1	8	#	#	#
Percentage of Tested Scoring 55-100	94%	89%	94%	#	#	#
Percentage of Tested Scoring 65-100	71%	51%	74%	#	#	#
Percentage of Tested Scoring 85-100	3%	2%	15%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			15			0
Number Scoring 55-100			13			0
Number Scoring 65-100			12			0
Number Scoring 85-100			2			0
Percentage of Tested Scoring 55-100			87%			0%
Percentage of Tested Scoring 65-100			80%			0%
Percentage of Tested Scoring 85-100			13%			0%

\* 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	36	30	32	0	0	0
Number Scoring 55-100	29	29	31	0	0	0
Number Scoring 65-100	25	25	28	0	0	0
Number Scoring 85-100	4	6	11	0	0	0
Percentage of Tested Scoring 55-100	81%	97%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	69%	83%	88%	0%	0%	0%
Percentage of Tested Scoring 85-100	11%	20%	34%	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	38	37	38	1	0	0
Number Scoring 55-100	31	34	37	#	0	0
Number Scoring 65-100	28	30	35	#	0	0
Number Scoring 85-100	5	11	8	#	0	0
Percentage of Tested Scoring 55-100	82%	92%	97%	#	0%	0%
Percentage of Tested Scoring 65-100	74%	81%	92%	#	0%	0%
Percentage of Tested Scoring 85-100	13%	30%	21%	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	68	42	0	0	0	0
Number Scoring 55-100	63	34	0	0	0	0
Number Scoring 65-100	60	31	0	0	0	0
Number Scoring 85-100	27	12	0	0	0	0
Percentage of Tested Scoring 55-100	93%	81%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	74%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	40%	29%	0%	0%	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%	0	0%
Students with Disabilities	0	0%	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	96	5%	6%	58%	30%
	Students with Disabilities	22	32%	23%	45%	0%
	All Students	118	10%	9%	56%	25%

## 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	134	1%	57%	40%	3%
	Students with Disabilities	27	37%	63%	0%	0%
	All Students	161	7%	58%	33%	2%

(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	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	2	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	102	102	102	23	23	23	125	125	125
Number Scoring 55–64	2	1	5	3	0	1	5	1	6
Number Scoring 65–84	72	49	55	8	7	11	80	56	66
Number Scoring 85–100	20	42	34	1	3	0	21	45	34
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)