

New York State District Report Card Comprehensive Information Report

BEDS Code: 49-15-01-04-0000
 Name: Schodack Central School District
 Superintendent: Douglas B. Hamlin

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	81	76	78
First	98	81	75
Second	109	105	79
Third	89	108	105
Fourth	106	93	113
Fifth	97	101	90
Sixth	88	100	99
Ungraded Elementary	0	0	0
Seventh	107	82	97
Eighth	104	101	82
Ninth	103	104	112
Tenth	89	89	97
Eleventh	90	84	84
Twelfth	81	95	86
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1242	1219	1197

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	12	1.0%	14	1.1%	16	1.3%
Black (Not Hispanic)	9	0.7%	15	1.2%	17	1.4%
Hispanic	25	2.0%	26	2.1%	24	2.0%
White (Not Hispanic)	1196	96.3%	1164	95.5%	1140	95.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	19	20
Common Branch	22	22	21
English Grade 8	20	21	16
Mathematics Grade 8	20	19	16
Science Grade 8	21	19	16
Social Studies Grade 8	20	20	16
English Grade 10	23	17	21
Mathematics Grade 10	17	15	16
Science Grade 10	18	20	19
Social Studies Grade 10	30	19	22

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.2%	5	0.4%	6	0.5%
Eligible for Free Lunch	104	8.4%	128	10.5%	142	11.9%

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%		95.7%		95.5%
Student Suspensions	31	2.5%	40	3.2%	40	3.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.2%	5.0%	4.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	94
Total Other Professional Staff	20
Total Paraprofessionals	33
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	69	45	65%	81	48	59%	72	45	62%
Students with Disabilities	6	0	0%	8	1	12%	8	0	0%
All Students	75	45	60%	89	49	55%	80	45	56%

*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	25	42	2	6	0	5
Percent	31%	53%	3%	7%	0%	6%

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)
8	0	0	8

*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	0		3		4	1.3%
	Entered GED Program*	0		5		0	0.0%
	Total Noncompleters	0		8		4	1.3%
Students with Disabilities	Dropped Out	0		0		1	1.6%
	Entered GED Program*	0		0		2	3.3%
	Total Noncompleters	0		0		3	4.9%
All Students	Dropped Out	0	0.0%	3	0.8%	5	1.3%
	Entered GED Program*	0	0.0%	5	1.3%	2	0.5%
	Total Noncompleters	0	0.0%	8	2.2%	7	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	86	91	163
	Number of Students with Disabilities	18	12	18
	Number of All Students	104	103	181
	Percent of Enrollment	35%	36%	65%
9-12	Number of General-Education Students	320	315	312
	Number of Students with Disabilities	43	57	67
	Number of All Students	363	372	379
	Percent of Enrollment	100%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	16		
Completed and Passed Regents Exams	14	88%	77%
Completed and had Course Average of 75% or More	16	100%	81%
Completed and Attained a HS Diploma or Equivalent	8	50%	96%
Completed and Whose Status is Known	16		
Completed and Were Successfully Placed	16	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0	.	30%
Underrepresented Gender Members Who Completed	1	17%	19%

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	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%	16	100%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

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%	7	86%	3	#
Science	1	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	1	#	2	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	14	100%	14	93%
Science	9	78%	2	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	3	#	4	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	87	88	81	2	9	16
Number Scoring 55-100	84	87	76	#	9	16
Number Scoring 65-100	81	85	70	#	7	12
Number Scoring 85-100	59	36	37	#	0	3
Percentage of Tested Scoring 55-100	97%	99%	94%	#	100%	100%
Percentage of Tested Scoring 65-100	93%	97%	86%	#	78%	75%
Percentage of Tested Scoring 85-100	68%	41%	46%	#	0%	19%
Mathematics A						
Number Tested	85	106	113	11	19	18
Number Scoring 55-100	67	88	112	6	7	18
Number Scoring 65-100	52	70	100	4	4	14
Number Scoring 85-100	20	9	31	1	0	1
Percentage of Tested Scoring 55-100	79%	83%	99%	55%	37%	100%
Percentage of Tested Scoring 65-100	61%	66%	88%	36%	21%	78%
Percentage of Tested Scoring 85-100	24%	8%	27%	9%	0%	6%
Mathematics B						
Number Tested	0	32	53	0	1	2
Number Scoring 55-100	0	29	39	0	#	#
Number Scoring 65-100	0	23	27	0	#	#
Number Scoring 85-100	0	4	3	0	#	#
Percentage of Tested Scoring 55-100	0%	91%	74%	0%	#	#
Percentage of Tested Scoring 65-100	0%	72%	51%	0%	#	#
Percentage of Tested Scoring 85-100	0%	12%	6%	0%	#	#
Global History and Geography						
Number Tested	98	84	97	9	17	17
Number Scoring 55-100	91	80	93	7	15	16
Number Scoring 65-100	90	75	87	7	12	12
Number Scoring 85-100	24	33	30	0	2	5
Percentage of Tested Scoring 55-100	93%	95%	96%	78%	88%	94%
Percentage of Tested Scoring 65-100	92%	89%	90%	78%	71%	71%
Percentage of Tested Scoring 85-100	24%	39%	31%	0%	12%	29%
U.S. History and Government						
Number Tested	84	96	77	1	8	16
Number Scoring 55-100	81	93	75	#	7	16
Number Scoring 65-100	75	89	69	#	6	12
Number Scoring 85-100	29	51	45	#	1	4
Percentage of Tested Scoring 55-100	96%	97%	97%	#	88%	100%
Percentage of Tested Scoring 65-100	89%	93%	90%	#	75%	75%
Percentage of Tested Scoring 85-100	35%	53%	58%	#	12%	25%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	83	83	82	7	17	13
Number Scoring 55-100	83	81	81	7	17	12
Number Scoring 65-100	80	73	79	5	13	11
Number Scoring 85-100	42	26	24	0	2	3
Percentage of Tested Scoring 55-100	100%	98%	99%	100%	100%	92%
Percentage of Tested Scoring 65-100	96%	88%	96%	71%	76%	85%
Percentage of Tested Scoring 85-100	51%	31%	29%	0%	12%	23%
Physical Setting/Earth Science						
Number Tested	84	90	99	1	17	14
Number Scoring 55-100	83	86	95	#	15	12
Number Scoring 65-100	82	79	90	#	13	10
Number Scoring 85-100	32	35	44	#	3	1
Percentage of Tested Scoring 55-100	99%	96%	96%	#	88%	86%
Percentage of Tested Scoring 65-100	98%	88%	91%	#	76%	71%
Percentage of Tested Scoring 85-100	38%	39%	44%	#	18%	7%
Physical Setting/Chemistry						
Number Tested	84	78	65	4	2	2
Number Scoring 55-100	71	66	57	#	#	#
Number Scoring 65-100	46	56	41	#	#	#
Number Scoring 85-100	6	14	6	#	#	#
Percentage of Tested Scoring 55-100	85%	85%	88%	#	#	#
Percentage of Tested Scoring 65-100	55%	72%	63%	#	#	#
Percentage of Tested Scoring 85-100	7%	18%	9%	#	#	#
Physical Setting/Physics						
Number Tested			29			0
Number Scoring 55-100			29			0
Number Scoring 65-100			28			0
Number Scoring 85-100			12			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			97%			0%
Percentage of Tested Scoring 85-100			41%			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
Comprehensive French						
Number Tested	12	12	6	0	0	0
Number Scoring 55-100	12	12	6	0	0	0
Number Scoring 65-100	12	12	6	0	0	0
Number Scoring 85-100	0	4	3	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	0%	33%	50%	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	46	48	28	0	1	1
Number Scoring 55-100	46	48	28	0	#	#
Number Scoring 65-100	46	48	28	0	#	#
Number Scoring 85-100	30	30	22	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	65%	62%	79%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	23	3	0	0	0	0
Number Scoring 55-100	23	#	0	0	0	0
Number Scoring 65-100	23	#	0	0	0	0
Number Scoring 85-100	14	#	0	0	0	0
Percentage of Tested Scoring 55-100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	61%	#	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	63	94%	82	91%	94	96%
Students with Disabilities	17	100%	20	90%	13	92%

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
Nov 2003	General-Education Students	75	3%	4%	49%	44%
	Students with Disabilities	18	17%	28%	39%	17%
	All Students	93	5%	9%	47%	39%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	75	0%	12%	57%	31%
	Students with Disabilities	11	0%	73%	27%	0%
	All Students	86	0%	20%	53%	27%

(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
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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	76	76	76	7	7	7	83	83	83
Number Scoring 55–64	1	1	1	0	1	2	1	2	3
Number Scoring 65–84	50	24	29	5	5	5	55	29	34
Number Scoring 85–100	24	49	46	0	0	0	24	49	46
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
Listening and Speaking (Grade K-1)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			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 – 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
Listening and Speaking (Grade 7-8)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			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)