

New York State District Report Card Comprehensive Information Report

BEDS Code: 52-17-01-04-0000
 Name: Schuylerville Central School District
 Superintendent: Leon J. Reed

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	138	154	144
First	127	132	142
Second	115	146	135
Third	132	128	143
Fourth	130	132	131
Fifth	121	136	130
Sixth	115	125	135
Ungraded Elementary	0	0	0
Seventh	134	119	126
Eighth	139	129	120
Ninth	135	133	129
Tenth	107	130	134
Eleventh	92	101	125
Twelfth	112	93	97
Ungraded Secondary	1	1	2
Total K-12 Enrollment	1598	1659	1693

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	7	0.4%	9	0.5%	11	0.6%
Black (Not Hispanic)	7	0.4%	10	0.6%	14	0.8%
Hispanic	16	1.0%	18	1.1%	21	1.2%
White (Not Hispanic)	1568	98.1%	1622	97.8%	1647	97.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	19	18
Common Branch	22	24	23
English Grade 8	25	21	17
Mathematics Grade 8	20	21	16
Science Grade 8	23	21	19
Social Studies Grade 8	20	20	17
English Grade 10	21	18	18
Mathematics Grade 10	12	11	26
Science Grade 10	24	19	20
Social Studies Grade 10	20	20	16

(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	0	0.0%	10	0.6%	5	0.3%
Eligible for Free Lunch	214	13.4%	242	14.6%	231	13.6%

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		95.3%		95.4%		95.4%
Student Suspensions	59	3.6%	61	3.8%	62	3.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	4.1%	7.0%	8.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	137
Total Other Professional Staff	16
Total Paraprofessionals	40
Teaching Out of Certification*	3

*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	100	76	76%	75	53	71%	90	79	88%
Students with Disabilities	14	4	29%	17	3	18%	10	4	40%
All Students	114	80	70%	92	56	61%	100	83	83%

*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	35	48	5	3	5	4
Percent	35%	48%	5%	3%	5%	4%

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)
10	4	1	11

*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	2		4		2	0.5%
	Entered GED Program*	0		7		3	0.7%
	Total Noncompleters	2		11		5	1.2%
Students with Disabilities	Dropped Out	0		4		1	1.2%
	Entered GED Program*	0		5		1	1.2%
	Total Noncompleters	0		9		2	2.3%
All Students	Dropped Out	2	0.4%	8	1.7%	3	0.6%
	Entered GED Program*	0	0.0%	12	2.6%	4	0.8%
	Total Noncompleters	2	0.4%	20	4.4%	7	1.4%

*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	117	107	219
	Number of Students with Disabilities	13	22	27
	Number of All Students	130	129	246
	Percent of Enrollment	33%	35%	64%
9-12	Number of General-Education Students	111	101	27
	Number of Students with Disabilities	9	16	81
	Number of All Students	120	117	108
	Percent of Enrollment	27%	26%	22%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	49		
Completed and Passed Regents Exams	49	100%	77%
Completed and had Course Average of 75% or More	43	88%	81%
Completed and Attained a HS Diploma or Equivalent	49	100%	96%
Completed and Whose Status is Known	49		
Completed and Were Successfully Placed	47	96%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	0	.	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%	0	0%

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	4	#	3	#	4	#
Science	3	#	0	0%	1	#
Reading	1	#	2	#	1	#
Writing	1	#	0	0%	2	#
Global Studies	1	#	0	0%	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	21	95%	20	100%	22	86%
Science	21	90%	5	100%	10	60%
Reading	24	83%	22	77%	8	88%
Writing	4	#	16	88%	21	76%
Global Studies	8	75%	12	75%	14	36%
U.S. Hist & Gov't	4	#	4	#	5	60%

(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	100	129	13	12	24
Number Scoring 55-100	79	95	118	8	10	14
Number Scoring 65-100	74	90	114	6	8	12
Number Scoring 85-100	29	34	42	0	0	0
Percentage of Tested Scoring 55-100	91%	95%	91%	62%	83%	58%
Percentage of Tested Scoring 65-100	85%	90%	88%	46%	67%	50%
Percentage of Tested Scoring 85-100	33%	34%	33%	0%	0%	0%
Mathematics A						
Number Tested	107	130	166	8	23	24
Number Scoring 55-100	93	118	163	3	14	23
Number Scoring 65-100	80	101	156	1	9	20
Number Scoring 85-100	30	31	47	0	3	0
Percentage of Tested Scoring 55-100	87%	91%	98%	38%	61%	96%
Percentage of Tested Scoring 65-100	75%	78%	94%	12%	39%	83%
Percentage of Tested Scoring 85-100	28%	24%	28%	0%	13%	0%
Mathematics B						
Number Tested	0	39	63	0	1	3
Number Scoring 55-100	0	38	53	0	#	#
Number Scoring 65-100	0	32	44	0	#	#
Number Scoring 85-100	0	8	18	0	#	#
Percentage of Tested Scoring 55-100	0%	97%	84%	0%	#	#
Percentage of Tested Scoring 65-100	0%	82%	70%	0%	#	#
Percentage of Tested Scoring 85-100	0%	21%	29%	0%	#	#
Global History and Geography						
Number Tested	108	123	137	12	18	21
Number Scoring 55-100	101	119	112	10	16	5
Number Scoring 65-100	97	109	105	7	12	4
Number Scoring 85-100	23	44	49	1	1	0
Percentage of Tested Scoring 55-100	94%	97%	82%	83%	89%	24%
Percentage of Tested Scoring 65-100	90%	89%	77%	58%	67%	19%
Percentage of Tested Scoring 85-100	21%	36%	36%	8%	6%	0%
U.S. History and Government						
Number Tested	88	97	125	9	11	21
Number Scoring 55-100	86	95	117	8	10	15
Number Scoring 65-100	82	92	115	8	9	13
Number Scoring 85-100	41	56	68	2	1	3
Percentage of Tested Scoring 55-100	98%	98%	94%	89%	91%	71%
Percentage of Tested Scoring 65-100	93%	95%	92%	89%	82%	62%
Percentage of Tested Scoring 85-100	47%	58%	54%	22%	9%	14%

(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	91	92	163	6	7	32
Number Scoring 55-100	89	91	156	6	6	26
Number Scoring 65-100	88	90	150	6	6	21
Number Scoring 85-100	33	38	49	0	1	0
Percentage of Tested Scoring 55-100	98%	99%	96%	100%	86%	81%
Percentage of Tested Scoring 65-100	97%	98%	92%	100%	86%	66%
Percentage of Tested Scoring 85-100	36%	41%	30%	0%	14%	0%
Physical Setting/Earth Science						
Number Tested	101	107	94	3	2	6
Number Scoring 55-100	101	105	94	#	#	6
Number Scoring 65-100	99	105	94	#	#	6
Number Scoring 85-100	56	63	50	#	#	2
Percentage of Tested Scoring 55-100	100%	98%	100%	#	#	100%
Percentage of Tested Scoring 65-100	98%	98%	100%	#	#	100%
Percentage of Tested Scoring 85-100	55%	59%	53%	#	#	33%
Physical Setting/Chemistry						
Number Tested	31	87	68	2	1	1
Number Scoring 55-100	31	81	60	#	#	#
Number Scoring 65-100	30	63	48	#	#	#
Number Scoring 85-100	4	14	13	#	#	#
Percentage of Tested Scoring 55-100	100%	93%	88%	#	#	#
Percentage of Tested Scoring 65-100	97%	72%	71%	#	#	#
Percentage of Tested Scoring 85-100	13%	16%	19%	#	#	#
Physical Setting/Physics						
Number Tested			63			0
Number Scoring 55-100			57			0
Number Scoring 65-100			55			0
Number Scoring 85-100			13			0
Percentage of Tested Scoring 55-100			90%			0%
Percentage of Tested Scoring 65-100			87%			0%
Percentage of Tested Scoring 85-100			21%			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	22	21	15	0	0	0
Number Scoring 55-100	16	21	15	0	0	0
Number Scoring 65-100	14	21	15	0	0	0
Number Scoring 85-100	3	7	8	0	0	0
Percentage of Tested Scoring 55-100	73%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	64%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	14%	33%	53%	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	32	62	43	1	1	0
Number Scoring 55-100	32	62	43	#	#	0
Number Scoring 65-100	32	59	43	#	#	0
Number Scoring 85-100	17	44	30	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	100%	95%	100%	#	#	0%
Percentage of Tested Scoring 85-100	53%	71%	70%	#	#	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	62	62	14	1	2	0
Number Scoring 55-100	56	42	11	#	#	0
Number Scoring 65-100	51	40	11	#	#	0
Number Scoring 85-100	14	10	0	#	#	0
Percentage of Tested Scoring 55-100	90%	68%	79%	#	#	0%
Percentage of Tested Scoring 65-100	82%	65%	79%	#	#	0%
Percentage of Tested Scoring 85-100	23%	16%	0%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	27	100%	20	100%	19	100%
Students with Disabilities	9	100%	4	#	2	#

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	118	5%	8%	60%	27%
	Students with Disabilities	16	6%	6%	81%	6%
	All Students	134	5%	7%	63%	25%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	109	0%	21%	52%	27%
	Students with Disabilities	11	9%	73%	18%	0%
	All Students	120	1%	26%	49%	24%

(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	1	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	92	92	92	12	12	12	104	104	104
Number Scoring 55–64	0	1	0	2	2	2	2	3	2
Number Scoring 65–84	65	29	43	6	5	6	71	34	49
Number Scoring 85–100	24	59	47	0	0	0	24	59	47
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			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 K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			2			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			2			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)