

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-02-05-06-0000
 Name: Sachem Central School District
 Superintendent: James A. Ruck

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	1004	951	996
First	1117	1160	1060
Second	1135	1113	1136
Third	1117	1140	1085
Fourth	1054	1129	1128
Fifth	1169	1050	1135
Sixth	1229	1199	1044
Ungraded Elementary	507	451	478
Seventh	1202	1246	1199
Eighth	1176	1210	1238
Ninth	1079	1197	1206
Tenth	1033	1070	1181
Eleventh	1019	1021	1065
Twelfth	951	1015	1018
Ungraded Secondary	345	359	409
Total K-12 Enrollment	15137	15311	15378

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	492	3.3%	526	3.4%	563	3.7%
Black (Not Hispanic)	144	1.0%	151	1.0%	159	1.0%
Hispanic	721	4.8%	788	5.1%	775	5.0%
White (Not Hispanic)	13780	91.0%	13846	90.4%	13881	90.3%

Average Class Size

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

(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	181	1.2%	202	1.3%	229	1.5%
Eligible for Free Lunch	793	5.6%	785	5.5%	763	5.3%

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		95.6%		95.7%		95.7%
Student Suspensions	422	2.8%	849	5.6%	351	2.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	4.1%	4.1%	4.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	1198
Total Other Professional Staff	149
Total Paraprofessionals	276
Teaching Out of Certification*	23

*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	831	574	69%	970	620	64%	947	638	67%
Students with Disabilities	79	21	27%	64	7	11%	92	12	13%
All Students	910	595	65%	1034	627	61%	1039	650	63%

*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	487	432	23	19	68	10
Percent	47%	42%	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)
92	12	4	96

*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	48		67		67	1.6%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	48		67		67	1.6%
Students with Disabilities	Dropped Out	6		17		13	2.8%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	6		17		13	2.8%
All Students	Dropped Out	54	1.3%	84	1.9%	80	1.7%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	54	1.3%	84	1.9%	80	1.7%

*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	2191	2292	2279
	Number of Students with Disabilities	314	129	258
	Number of All Students	2505	2421	2537
	Percent of Enrollment	66%	63%	69%
9-12	Number of General-Education Students	4043	3862	3245
	Number of Students with Disabilities	258	227	221
	Number of All Students	4301	4089	3466
	Percent of Enrollment	100%	90%	73%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	28		
Completed and Passed Regents Exams	28	100%	77%
Completed and had Course Average of 75% or More	28	100%	81%
Completed and Attained a HS Diploma or Equivalent	28	100%	96%
Completed and Whose Status is Known	28		
Completed and Were Successfully Placed	28	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	1	4%	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	0	0%	52	100%	41	100%
German	0	0%	0	0%	15	100%
Italian	116	83%	168	96%	219	94%
Latin	0	0%	0	0%	0	0%
Spanish	341	94%	686	98%	666	94%

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	2	#	0	0%	3	#
Latin	0	0%	0	0%	0	0%
Spanish	3	#	3	#	4	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	63%	32	91%	5	100%
Science	24	67%	31	68%	5	80%
Reading	13	69%	21	86%	6	50%
Writing	16	63%	19	74%	11	100%
Global Studies	15	47%	31	81%	10	50%
U.S. Hist & Gov't	11	91%	16	81%	5	60%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	63	79%	97	84%	70	74%
Science	47	51%	81	54%	63	62%
Reading	45	80%	70	80%	36	69%
Writing	53	72%	77	78%	46	89%
Global Studies	48	46%	85	64%	49	63%
U.S. Hist & Gov't	22	82%	46	67%	39	62%

(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	1083	1061	1101	98	101	86
Number Scoring 55-100	997	959	1008	54	45	40
Number Scoring 65-100	919	907	933	35	33	25
Number Scoring 85-100	441	398	501	1	1	1
Percentage of Tested Scoring 55-100	92%	90%	92%	55%	45%	47%
Percentage of Tested Scoring 65-100	85%	85%	85%	36%	33%	29%
Percentage of Tested Scoring 85-100	41%	38%	46%	1%	1%	1%
Mathematics A						
Number Tested	946	1433	1477	48	90	137
Number Scoring 55-100	763	1190	1428	16	36	112
Number Scoring 65-100	653	1049	1339	7	21	86
Number Scoring 85-100	217	289	526	0	1	2
Percentage of Tested Scoring 55-100	81%	83%	97%	33%	40%	82%
Percentage of Tested Scoring 65-100	69%	73%	91%	15%	23%	63%
Percentage of Tested Scoring 85-100	23%	20%	36%	0%	1%	1%
Mathematics B						
Number Tested	0	252	676	0	0	8
Number Scoring 55-100	0	245	635	0	0	6
Number Scoring 65-100	0	228	559	0	0	5
Number Scoring 85-100	0	67	178	0	0	0
Percentage of Tested Scoring 55-100	0%	97%	94%	0%	0%	75%
Percentage of Tested Scoring 65-100	0%	90%	83%	0%	0%	62%
Percentage of Tested Scoring 85-100	0%	27%	26%	0%	0%	0%
Global History and Geography						
Number Tested	1129	1170	1293	108	85	122
Number Scoring 55-100	1046	1052	1181	78	52	84
Number Scoring 65-100	928	961	1068	44	36	60
Number Scoring 85-100	283	376	452	2	2	5
Percentage of Tested Scoring 55-100	93%	90%	91%	72%	61%	69%
Percentage of Tested Scoring 65-100	82%	82%	83%	41%	42%	49%
Percentage of Tested Scoring 85-100	25%	32%	35%	2%	2%	4%
U.S. History and Government						
Number Tested	1126	1123	1047	100	98	81
Number Scoring 55-100	1023	1071	992	68	74	59
Number Scoring 65-100	848	1004	921	35	56	42
Number Scoring 85-100	200	488	491	2	7	7
Percentage of Tested Scoring 55-100	91%	95%	95%	68%	76%	73%
Percentage of Tested Scoring 65-100	75%	89%	88%	35%	57%	52%
Percentage of Tested Scoring 85-100	18%	43%	47%	2%	7%	9%

(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	866	1261	1319	76	86	128
Number Scoring 55-100	853	1216	1270	68	66	101
Number Scoring 65-100	819	1125	1205	57	52	79
Number Scoring 85-100	184	311	330	6	3	3
Percentage of Tested Scoring 55-100	98%	96%	96%	89%	77%	79%
Percentage of Tested Scoring 65-100	95%	89%	91%	75%	60%	62%
Percentage of Tested Scoring 85-100	21%	25%	25%	8%	3%	2%
Physical Setting/Earth Science						
Number Tested	977	1210	1264	121	92	125
Number Scoring 55-100	912	1098	1129	100	65	92
Number Scoring 65-100	789	994	967	62	47	57
Number Scoring 85-100	272	430	314	2	7	2
Percentage of Tested Scoring 55-100	93%	91%	89%	83%	71%	74%
Percentage of Tested Scoring 65-100	81%	82%	77%	51%	51%	46%
Percentage of Tested Scoring 85-100	28%	36%	25%	2%	8%	2%
Physical Setting/Chemistry						
Number Tested	795	888	878	18	20	18
Number Scoring 55-100	747	812	821	14	15	14
Number Scoring 65-100	543	598	640	6	6	9
Number Scoring 85-100	52	67	101	0	0	0
Percentage of Tested Scoring 55-100	94%	91%	94%	78%	75%	78%
Percentage of Tested Scoring 65-100	68%	67%	73%	33%	30%	50%
Percentage of Tested Scoring 85-100	7%	8%	12%	0%	0%	0%
Physical Setting/Physics						
Number Tested			214			1
Number Scoring 55-100			193			#
Number Scoring 65-100			165			#
Number Scoring 85-100			56			#
Percentage of Tested Scoring 55-100			90%			#
Percentage of Tested Scoring 65-100			77%			#
Percentage of Tested Scoring 85-100			26%			#

* 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	40	50	45	1	1	0
Number Scoring 55-100	40	50	45	#	#	0
Number Scoring 65-100	40	50	45	#	#	0
Number Scoring 85-100	23	41	29	#	#	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	57%	82%	64%	#	#	0%
Comprehensive Italian						
Number Tested	147	170	151	0	0	0
Number Scoring 55-100	140	168	150	0	0	0
Number Scoring 65-100	130	163	146	0	0	0
Number Scoring 85-100	49	82	87	0	0	0
Percentage of Tested Scoring 55-100	95%	99%	99%	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	96%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	48%	58%	0%	0%	0%
Comprehensive German						
Number Tested	23	23	30	0	0	0
Number Scoring 55-100	23	22	28	0	0	0
Number Scoring 65-100	23	20	28	0	0	0
Number Scoring 85-100	11	10	16	0	0	0
Percentage of Tested Scoring 55-100	100%	96%	93%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	87%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	48%	43%	53%	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	542	523	494	3	2	5
Number Scoring 55-100	535	520	490	#	#	5
Number Scoring 65-100	527	515	489	#	#	5
Number Scoring 85-100	354	357	351	#	#	2
Percentage of Tested Scoring 55-100	99%	99%	99%	#	#	100%
Percentage of Tested Scoring 65-100	97%	98%	99%	#	#	100%
Percentage of Tested Scoring 85-100	65%	68%	71%	#	#	40%
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	873	501	74	27	24	7
Number Scoring 55-100	787	377	57	22	15	5
Number Scoring 65-100	728	310	42	16	7	5
Number Scoring 85-100	343	79	2	8	1	0
Percentage of Tested Scoring 55-100	90%	75%	77%	81%	62%	71%
Percentage of Tested Scoring 65-100	83%	62%	57%	59%	29%	71%
Percentage of Tested Scoring 85-100	39%	16%	3%	30%	4%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	34	100%	218	94%	273	97%
Students with Disabilities	2	#	17	88%	23	83%

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	1035	2%	4%	62%	32%
	Students with Disabilities	165	15%	10%	68%	8%
	All Students	1200	4%	5%	63%	29%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	1145	1%	40%	49%	11%
	Students with Disabilities	159	16%	62%	20%	1%
	All Students	1304	3%	42%	45%	10%

(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	1	0	#	#	#	#
Middle Level						
Social Studies	3	2	#	#	#	#
Secondary Level						
English Language Arts	11	1	0	1	0	10
Social Studies	9	3	0	0	1	8
Mathematics	8	4	0	0	1	7
Science	8	4	0	0	3	5

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	949	949	949	115	115	115	1064	1064	1064
Number Scoring 55–64	15	18	20	25	16	14	40	34	34
Number Scoring 65–84	612	396	529	36	44	65	648	440	594
Number Scoring 85–100	279	480	388	3	11	8	282	491	396
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			56			5
Beginning (0-18)			4			0
Intermediate (19-31)			8			0
Advanced (32-36)			13			1
Proficient (37-39)			31			4
Reading and Writing (Grade K-1)						
Number Tested			56			5
Beginning (0-14)			13			0
Intermediate (15-24)			11			0
Advanced (25-32)			15			4
Proficient (33-35)			17			1
Listening and Speaking (Grade 2-4)						
Number Tested			60			2
Beginning (0-18)			3			#
Intermediate (19-31)			5			#
Advanced (32-36)			12			#
Proficient (37-39)			40			#
Reading and Writing (Grade 2-4)						
Number Tested			60			2
Beginning (0-14)			9			#
Intermediate (15-24)			21			#
Advanced (25-32)			19			#
Proficient (33-35)			11			#
Listening and Speaking (Grade 5-6)						
Number Tested			18			0
Beginning (0-18)			3			0
Intermediate (19-31)			2			0
Advanced (32-36)			2			0
Proficient (37-39)			11			0
Reading and Writing (Grade 5-6)						
Number Tested			18			0
Beginning (0-14)			3			0
Intermediate (15-24)			5			0
Advanced (25-32)			7			0
Proficient (33-35)			3			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			22			0
Beginning (0-18)			3			0
Intermediate (19-31)			2			0
Advanced (32-36)			5			0
Proficient (37-39)			12			0
Reading and Writing (Grade 7-8)						
Number Tested			22			0
Beginning (0-14)			1			0
Intermediate (15-24)			4			0
Advanced (25-32)			14			0
Proficient (33-35)			3			0
Listening and Speaking (Grade 9-12)						
Number Tested			46			2
Beginning (0-18)			2			#
Intermediate (19-31)			8			#
Advanced (32-36)			16			#
Proficient (37-39)			20			#
Reading and Writing (Grade 9-12)						
Number Tested			46			2
Beginning (0-14)			3			#
Intermediate (15-24)			11			#
Advanced (25-32)			28			#
Proficient (33-35)			4			#

*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)