

# New York State District Report Card Comprehensive Information Report

BEDS Code: 53-03-01-06-0000  
 Name: Niskayuna Central School District  
 Superintendent: Kevin S. Baughman

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	244	272	261
First	269	273	330
Second	306	280	283
Third	322	313	295
Fourth	296	336	318
Fifth	320	308	340
Sixth	329	339	320
Ungraded Elementary	17	6	6
Seventh	359	340	352
Eighth	343	372	345
Ninth	401	361	382
Tenth	346	389	347
Eleventh	338	337	383
Twelfth	332	332	350
Ungraded Secondary	2	0	0
Total K-12 Enrollment	4224	4258	4312

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	284	6.7%	286	6.7%	296	6.9%
Black (Not Hispanic)	80	1.9%	95	2.2%	82	1.9%
Hispanic	41	1.0%	40	0.9%	57	1.3%
White (Not Hispanic)	3819	90.4%	3837	90.1%	3877	89.9%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	21	21
Common Branch	22	23	22
English Grade 8	24	24	21
Mathematics Grade 8	23	23	23
Science Grade 8	23	24	22
Social Studies Grade 8	24	24	22
English Grade 10	23	24	21
Mathematics Grade 10	21	21	19
Science Grade 10	22	26	26
Social Studies Grade 10	21	24	25

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	24	0.6%	33	0.8%	32	0.7%
Eligible for Free Lunch	113	2.8%	98	2.5%	109	2.7%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.6%		95.8%		95.8%
Student Suspensions	367	8.8%	195	4.6%	324	7.6%

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

	2002-03	2003-04	2004-05
Reduced Lunch	1.4%	1.7%	1.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	325
Total Other Professional Staff	59
Total Paraprofessionals	158
Teaching Out of Certification*	6

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	282	297	327
	Regents Diplomas	242	255	305
	% Regents Diplomas	86%	86%	93%
	Regents Diplomas with Advanced Designation**			210
	% Regents Diplomas with Advanced Designation			64%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	30	23	4
	Regents Diplomas	6	11	2
	% Regents Diplomas	20%	48%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	6	5	6
<b>All Students</b>	Total Graduates*	312	320	331
	Regents Diplomas	248	266	307
	% Regents Diplomas	79%	83%	93%
	Regents Diplomas with Advanced Designation**			210
	% Regents Diplomas with Advanced Designation			63%
	IEP Diplomas or Local Certificates	6	5	6

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	251	60	4	2	4	0	2	4
	<b>Percent</b>	77%	18%	1%	1%	1%	0%	1%	1%
<b>Students with Disabilities</b>	<b>Number</b>	1	2	0	1	0	0	0	0
	<b>Percent</b>	25%	50%	0%	25%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	252	62	4	3	4	0	2	4
	<b>Percent</b>	76%	19%	1%	1%	1%	0%	1%	1%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	2		14	1.1%	8	0.6%
	Entered GED Program*	5		1	0.1%	5	0.4%
	Total Noncompleters	7		15	1.2%	13	1.0%
<b>Students with Disabilities</b>	Dropped Out	0		7	3.9%	1	0.7%
	Entered GED Program*	3		1	0.6%	0	0.0%
	Total Noncompleters	3		8	4.4%	1	0.7%
<b>All Students</b>	Dropped Out	2	0.1%	21	1.4%	9	0.6%
	Entered GED Program*	8	0.6%	2	0.1%	5	0.3%
	Total Noncompleters	10	0.7%	23	1.6%	14	1.0%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	337	318	318
	Number of Students with Disabilities	29	21	38
	Number of All Students	366	339	356
	Percent of Enrollment	35%	32%	35%
9-12	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%

## 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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	87	95%	117	91%	86	98%
German	27	93%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	176	100%	210	96%	211	99%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	50%	7	86%	3	#
German	3	#	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	16	88%	14	100%	20	85%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	2	#
Writing	0	0%	1	#	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	95%	7	100%	0	0%
Science	2	#	3	#	5	100%
Reading	4	#	9	11%	4	#
Writing	4	#	8	88%	4	#
Global Studies	9	78%	11	27%	7	71%
U.S. Hist & Gov't	7	71%	2	#	10	20%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	337	343	377	30	39	37
Number Scoring 55-100	325	334	369	23	31	29
Number Scoring 65-100	312	328	344	17	29	15
Number Scoring 85-100	162	179	209	1	3	1
Percentage of Tested Scoring 55-100	96%	97%	98%	77%	79%	78%
Percentage of Tested Scoring 65-100	93%	96%	91%	57%	74%	41%
Percentage of Tested Scoring 85-100	48%	52%	55%	3%	8%	3%
<b>Mathematics A</b>						
Number Tested	440	390	387	53	45	47
Number Scoring 55-100	418	386	384	47	42	44
Number Scoring 65-100	374	374	374	39	33	41
Number Scoring 85-100	199	256	265	10	9	13
Percentage of Tested Scoring 55-100	95%	99%	99%	89%	93%	94%
Percentage of Tested Scoring 65-100	85%	96%	97%	74%	73%	87%
Percentage of Tested Scoring 85-100	45%	66%	68%	19%	20%	28%
<b>Mathematics B</b>						
Number Tested	293	331	301	5	13	10
Number Scoring 55-100	246	292	248	3	9	6
Number Scoring 65-100	214	258	202	1	6	5
Number Scoring 85-100	82	108	70	0	1	2
Percentage of Tested Scoring 55-100	84%	88%	82%	60%	69%	60%
Percentage of Tested Scoring 65-100	73%	78%	67%	20%	46%	50%
Percentage of Tested Scoring 85-100	28%	33%	23%	0%	8%	20%
<b>Global History and Geography</b>						
Number Tested	361	395	359	40	43	37
Number Scoring 55-100	349	377	349	35	33	33
Number Scoring 65-100	331	359	336	31	25	26
Number Scoring 85-100	187	226	204	3	6	4
Percentage of Tested Scoring 55-100	97%	95%	97%	88%	77%	89%
Percentage of Tested Scoring 65-100	92%	91%	94%	78%	58%	70%
Percentage of Tested Scoring 85-100	52%	57%	57%	7%	14%	11%
<b>U.S. History and Government</b>						
Number Tested	354	335	380	35	37	40
Number Scoring 55-100	350	326	362	33	34	27
Number Scoring 65-100	342	315	344	31	28	19
Number Scoring 85-100	206	205	244	10	8	2
Percentage of Tested Scoring 55-100	99%	97%	95%	94%	92%	68%
Percentage of Tested Scoring 65-100	97%	94%	91%	89%	76%	47%
Percentage of Tested Scoring 85-100	58%	61%	64%	29%	22%	5%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	352	356	365	30	35	36
Number Scoring 55-100	351	356	358	29	35	31
Number Scoring 65-100	346	347	348	26	31	27
Number Scoring 85-100	187	164	194	7	6	9
Percentage of Tested Scoring 55-100	100%	100%	98%	97%	100%	86%
Percentage of Tested Scoring 65-100	98%	97%	95%	87%	89%	75%
Percentage of Tested Scoring 85-100	53%	46%	53%	23%	17%	25%
<b>Physical Setting/Earth Science</b>						
Number Tested	345	333	314	40	32	25
Number Scoring 55-100	320	323	306	30	29	21
Number Scoring 65-100	289	290	286	23	21	19
Number Scoring 85-100	120	130	130	5	6	4
Percentage of Tested Scoring 55-100	93%	97%	97%	75%	91%	84%
Percentage of Tested Scoring 65-100	84%	87%	91%	57%	66%	76%
Percentage of Tested Scoring 85-100	35%	39%	41%	12%	19%	16%
<b>Physical Setting/Chemistry</b>						
Number Tested	331	346	294	14	19	9
Number Scoring 55-100	311	338	280	9	18	9
Number Scoring 65-100	240	289	249	6	13	8
Number Scoring 85-100	70	78	74	0	0	1
Percentage of Tested Scoring 55-100	94%	98%	95%	64%	95%	100%
Percentage of Tested Scoring 65-100	73%	84%	85%	43%	68%	89%
Percentage of Tested Scoring 85-100	21%	23%	25%	0%	0%	11%
<b>Physical Setting/Physics</b>						
Number Tested		153	192		0	2
Number Scoring 55-100		141	183		0	#
Number Scoring 65-100		115	159		0	#
Number Scoring 85-100		45	86		0	#
Percentage of Tested Scoring 55-100		92%	95%		0%	#
Percentage of Tested Scoring 65-100		75%	83%		0%	#
Percentage of Tested Scoring 85-100		29%	45%		0%	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	76	73	75	1	0	1
Number Scoring 55-100	76	73	75	#	0	#
Number Scoring 65-100	76	73	75	#	0	#
Number Scoring 85-100	62	64	63	#	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	82%	88%	84%	#	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	26	23	18	1	0	0
Number Scoring 55-100	26	23	18	#	0	0
Number Scoring 65-100	26	23	18	#	0	0
Number Scoring 85-100	20	19	17	#	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	77%	83%	94%	#	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	3	0	0	0
Number Scoring 55-100	0	0	#	0	0	0
Number Scoring 65-100	0	0	#	0	0	0
Number Scoring 85-100	0	0	#	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	#	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	154	146	144	4	4	0
Number Scoring 55-100	153	145	144	#	#	0
Number Scoring 65-100	153	144	144	#	#	0
Number Scoring 85-100	121	120	126	#	#	0
Percentage of Tested Scoring 55-100	99%	99%	100%	#	#	0%
Percentage of Tested Scoring 65-100	99%	99%	100%	#	#	0%
Percentage of Tested Scoring 85-100	79%	82%	88%	#	#	0%
<b>Comprehensive Latin</b>						
Number Tested	15	36	67	0	0	0
Number Scoring 55-100	15	36	67	0	0	0
Number Scoring 65-100	15	36	67	0	0	0
Number Scoring 85-100	13	29	52	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	87%	81%	78%	0%	0%	0%

(Form – H)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	318	0%	1%	33%	65%
	Students with Disabilities	16	6%	0%	88%	6%
	All Students	334	1%	1%	36%	63%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	300	0%	6%	67%	28%
	Students with Disabilities	34	0%	62%	35%	3%
	All Students	334	0%	11%	63%	25%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

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	1	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

### 2001 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	325	325	325	19	19	19	344	344	344
Number Scoring 55–64	7	8	1	2	3	0	9	11	1
Number Scoring 65–84	124	105	132	6	3	7	130	108	139
Number Scoring 85–100	179	202	187	1	3	3	180	205	190
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		12	17		0	0
Beginning		0	1		0	0
Intermediate		1	0		0	0
Advanced		6	4		0	0
Proficient		5	12		0	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		13	17		0	0
Beginning		1	3		0	0
Intermediate		4	3		0	0
Advanced		6	7		0	0
Proficient		2	4		0	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		5	4		1	0
Beginning		0	#		#	0
Intermediate		0	#		#	0
Advanced		1	#		#	0
Proficient		4	#		#	0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		5	4		1	0
Beginning		0	#		#	0
Intermediate		0	#		#	0
Advanced		3	#		#	0
Proficient		2	#		#	0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		3	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		3	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		4	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		4	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		8	9		1	1
Beginning		0	0		#	#
Intermediate		0	0		#	#
Advanced		2	5		#	#
Proficient		6	4		#	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		8	8		1	1
Beginning		0	0		#	#
Intermediate		1	1		#	#
Advanced		3	0		#	#
Proficient		4	7		#	#

\*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)