

New York State District Report Card Comprehensive Information Report

BEDS Code: 01-06-01-06-0000
 Name: South Colonie Central School District
 Superintendent: Thomas Brown

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	49	0
Kindergarten	376	324	344
First	385	405	349
Second	405	394	404
Third	415	390	405
Fourth	436	421	411
Fifth	470	441	440
Sixth	506	482	457
Ungraded Elementary	0	3	0
Seventh	477	532	501
Eighth	457	461	539
Ninth	502	484	489
Tenth	469	504	491
Eleventh	473	445	466
Twelfth	427	452	443
Ungraded Secondary	8	1	3
Total K-12 Enrollment	5806	5739	5742

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	229	3.9%	236	4.1%	240	4.2%
Black (Not Hispanic)	296	5.1%	330	5.8%	343	6.0%
Hispanic	92	1.6%	91	1.6%	101	1.8%
White (Not Hispanic)	5189	89.4%	5082	88.6%	5058	88.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	16	22
Common Branch	21	21	21
English Grade 8	20	19	19
Mathematics Grade 8	23	21	24
Science Grade 8	23	22	22
Social Studies Grade 8	21	22	23
English Grade 10	26	23	23
Mathematics Grade 10	23	21	20
Science Grade 10	22	23	22
Social Studies Grade 10	26	22	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	34	0.6%	39	0.7%	45	0.8%
Eligible for Free Lunch	416	7.7%	456	8.4%	466	8.6%

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		95.5%		94.2%		95.8%
Student Suspensions	266	4.6%	230	4.0%	272	4.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	4.1%	4.5%	4.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	456
Total Other Professional Staff	71
Total Paraprofessionals	212
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	356	303	85%	376	325	86%	373	328	88%
Students with Disabilities	33	8	24%	39	16	41%	39	11	28%
All Students	389	311	80%	415	341	82%	412	339	82%

*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	181	181	9	8	30	3
Percent	44%	44%	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)
39	11	9	48

*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	11		22		21	1.2%
	Entered GED Program*	14		12		12	0.7%
	Total Noncompleters	25		34		33	2.0%
Students with Disabilities	Dropped Out	2		12		7	2.8%
	Entered GED Program*	2		3		3	1.2%
	Total Noncompleters	4		15		10	4.0%
All Students	Dropped Out	13	0.7%	34	1.8%	28	1.5%
	Entered GED Program*	16	0.9%	15	0.8%	15	0.8%
	Total Noncompleters	29	1.5%	49	2.6%	43	2.2%

*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	419	473	512
	Number of Students with Disabilities	70	34	56
	Number of All Students	489	507	568
	Percent of Enrollment	34%	34%	38%
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	161		
Completed and Passed Regents Exams	160	99%	77%
Completed and had Course Average of 75% or More	143	89%	81%
Completed and Attained a HS Diploma or Equivalent	159	99%	96%
Completed and Whose Status is Known	149		
Completed and Were Successfully Placed	148	99%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	1	3%	30%
Underrepresented Gender Members Who Completed	3	9%	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	85	98%	79	99%	78	99%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	282	98%	311	99%	381	95%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	7	57%	10	100%	7	71%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	6	83%	3	#
Science	8	88%	2	#	1	#
Reading	3	#	1	#	4	#
Writing	3	#	2	#	1	#
Global Studies	3	#	3	#	5	60%
U.S. Hist & Gov't	8	38%	3	#	3	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	44	61%	61	84%	70	80%
Science	22	55%	31	42%	44	73%
Reading	21	86%	20	80%	34	76%
Writing	22	91%	14	93%	33	85%
Global Studies	25	68%	42	43%	61	59%
U.S. Hist & Gov't	29	72%	31	71%	37	68%

(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	433	423	439	37	37	31
Number Scoring 55-100	425	412	430	33	31	26
Number Scoring 65-100	413	400	412	28	26	22
Number Scoring 85-100	207	220	233	6	3	4
Percentage of Tested Scoring 55-100	98%	97%	98%	89%	84%	84%
Percentage of Tested Scoring 65-100	95%	95%	94%	76%	70%	71%
Percentage of Tested Scoring 85-100	48%	52%	53%	16%	8%	13%
Mathematics A						
Number Tested	465	567	536	48	65	55
Number Scoring 55-100	342	484	518	11	44	44
Number Scoring 65-100	293	423	495	5	33	37
Number Scoring 85-100	104	57	163	0	6	4
Percentage of Tested Scoring 55-100	74%	85%	97%	23%	68%	80%
Percentage of Tested Scoring 65-100	63%	75%	92%	10%	51%	67%
Percentage of Tested Scoring 85-100	22%	10%	30%	0%	9%	7%
Mathematics B						
Number Tested	0	204	229	0	0	4
Number Scoring 55-100	0	190	215	0	0	#
Number Scoring 65-100	0	157	203	0	0	#
Number Scoring 85-100	0	28	63	0	0	#
Percentage of Tested Scoring 55-100	0%	93%	94%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	77%	89%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	14%	28%	0%	0%	#
Global History and Geography						
Number Tested	454	489	480	44	46	38
Number Scoring 55-100	438	446	457	39	34	32
Number Scoring 65-100	402	406	437	29	21	28
Number Scoring 85-100	137	150	205	0	0	4
Percentage of Tested Scoring 55-100	96%	91%	95%	89%	74%	84%
Percentage of Tested Scoring 65-100	89%	83%	91%	66%	46%	74%
Percentage of Tested Scoring 85-100	30%	31%	43%	0%	0%	11%
U.S. History and Government						
Number Tested	459	466	439	40	39	29
Number Scoring 55-100	432	457	417	33	35	23
Number Scoring 65-100	403	437	407	22	24	22
Number Scoring 85-100	130	203	213	1	3	2
Percentage of Tested Scoring 55-100	94%	98%	95%	82%	90%	79%
Percentage of Tested Scoring 65-100	88%	94%	93%	55%	62%	76%
Percentage of Tested Scoring 85-100	28%	44%	49%	3%	8%	7%

(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	503	458	486	50	43	43
Number Scoring 55-100	500	444	471	48	35	35
Number Scoring 65-100	488	416	441	46	24	29
Number Scoring 85-100	186	150	142	4	3	1
Percentage of Tested Scoring 55-100	99%	97%	97%	96%	81%	81%
Percentage of Tested Scoring 65-100	97%	91%	91%	92%	56%	67%
Percentage of Tested Scoring 85-100	37%	33%	29%	8%	7%	2%
Physical Setting/Earth Science						
Number Tested	92	113	105	0	0	0
Number Scoring 55-100	92	113	105	0	0	0
Number Scoring 65-100	92	113	105	0	0	0
Number Scoring 85-100	72	96	82	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	78%	85%	78%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	391	537	517	19	41	42
Number Scoring 55-100	356	473	460	13	27	31
Number Scoring 65-100	282	366	352	5	12	18
Number Scoring 85-100	42	45	65	0	0	1
Percentage of Tested Scoring 55-100	91%	88%	89%	68%	66%	74%
Percentage of Tested Scoring 65-100	72%	68%	68%	26%	29%	43%
Percentage of Tested Scoring 85-100	11%	8%	13%	0%	0%	2%
Physical Setting/Physics						
Number Tested			171			2
Number Scoring 55-100			167			#
Number Scoring 65-100			150			#
Number Scoring 85-100			40			#
Percentage of Tested Scoring 55-100			98%			#
Percentage of Tested Scoring 65-100			88%			#
Percentage of Tested Scoring 85-100			23%			#

* 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	80	66	78	0	0	0
Number Scoring 55-100	80	66	78	0	0	0
Number Scoring 65-100	80	65	78	0	0	0
Number Scoring 85-100	48	49	60	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	60%	74%	77%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	5	0	0	0	0
Number Scoring 55-100	0	5	0	0	0	0
Number Scoring 65-100	0	5	0	0	0	0
Number Scoring 85-100	0	4	0	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	80%	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	274	270	281	5	1	2
Number Scoring 55-100	274	270	281	5	#	#
Number Scoring 65-100	273	270	279	5	#	#
Number Scoring 85-100	191	207	211	1	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	#	#
Percentage of Tested Scoring 65-100	100%	100%	99%	100%	#	#
Percentage of Tested Scoring 85-100	70%	77%	75%	20%	#	#
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	265	53	0	2	1	0
Number Scoring 55-100	257	44	0	#	#	0
Number Scoring 65-100	243	39	0	#	#	0
Number Scoring 85-100	139	6	0	#	#	0
Percentage of Tested Scoring 55-100	97%	83%	0%	#	#	0%
Percentage of Tested Scoring 65-100	92%	74%	0%	#	#	0%
Percentage of Tested Scoring 85-100	52%	11%	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%	1	#
Students with Disabilities	2	#	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
Nov 2003	General-Education Students	397	5%	4%	66%	25%
	Students with Disabilities	40	45%	23%	30%	3%
	All Students	437	8%	6%	63%	23%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	477	0%	20%	59%	21%
	Students with Disabilities	42	7%	52%	38%	2%
	All Students	519	1%	23%	57%	19%

(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	2	1	#	#	#	#
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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	391	391	391	54	54	54	445	445	445
Number Scoring 55–64	5	0	2	6	9	1	11	9	3
Number Scoring 65–84	232	176	246	29	18	33	261	194	279
Number Scoring 85–100	143	196	137	1	4	1	144	200	138
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			16			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			4			0
Proficient (37-39)			11			0
Reading and Writing (Grade K-1)						
Number Tested			16			0
Beginning (0-14)			2			0
Intermediate (15-24)			1			0
Advanced (25-32)			6			0
Proficient (33-35)			7			0
Listening and Speaking (Grade 2-4)						
Number Tested			9			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			3			0
Proficient (37-39)			5			0
Reading and Writing (Grade 2-4)						
Number Tested			9			0
Beginning (0-14)			1			0
Intermediate (15-24)			2			0
Advanced (25-32)			3			0
Proficient (33-35)			3			0
Listening and Speaking (Grade 5-6)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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			3			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			3			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			10			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			5			0
Proficient (37-39)			4			0
Reading and Writing (Grade 9-12)						
Number Tested			10			0
Beginning (0-14)			0			0
Intermediate (15-24)			5			0
Advanced (25-32)			5			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)