

New York State District Report Card Comprehensive Information Report

BEDS Code: 01-10-03-06-0000
 Name: Voorheesville Central School District
 Superintendent: Alan Mccartney

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	69	85	76
First	83	78	90
Second	82	84	76
Third	84	81	77
Fourth	86	91	86
Fifth	101	93	95
Sixth	110	102	87
Ungraded Elementary	0	0	0
Seventh	111	115	98
Eighth	123	115	114
Ninth	125	125	122
Tenth	113	119	119
Eleventh	98	111	117
Twelfth	119	93	111
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1304	1292	1268

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	21	1.6%	22	1.7%	24	1.9%
Black (Not Hispanic)	11	0.8%	10	0.8%	12	0.9%
Hispanic	5	0.4%	3	0.2%	2	0.2%
White (Not Hispanic)	1267	97.2%	1257	97.3%	1230	97.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	22	19
Common Branch	21	22	21
English Grade 8	25	23	23
Mathematics Grade 8	27	25	23
Science Grade 8	23	22	23
Social Studies Grade 8	24	23	23
English Grade 10	0	0	23
Mathematics Grade 10	21	18	16
Science Grade 10	17	16	20
Social Studies Grade 10	21	22	20

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.2%	1	0.1%	1	0.1%
Eligible for Free Lunch	39	3.2%	36	3.0%	37	3.1%

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		95.7%		95.9%		94.8%
Student Suspensions	27	2.1%	20	1.5%	16	1.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.8%	2.2%	2.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	100
Total Other Professional Staff	18
Total Paraprofessionals	35
Teaching Out of Certification*	1

*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	110	88	80%	81	68	84%	94	75	80%
Students with Disabilities	8	0	0%	8	0	0%	10	2	20%
All Students	118	88	75%	89	68	76%	104	77	74%

*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	69	27	0	2	2	4
Percent	66%	26%	0%	2%	2%	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	2	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	4		3		6	1.4%
	Entered GED Program*	2		0		1	0.2%
	Total Noncompleters	6		3		7	1.7%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		1	1.6%
	Total Noncompleters	0		0		1	1.6%
All Students	Dropped Out	4	0.9%	3	0.7%	6	1.2%
	Entered GED Program*	2	0.4%	0	0.0%	2	0.4%
	Total Noncompleters	6	1.3%	3	0.7%	8	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	202	294	259
	Number of Students with Disabilities	32	37	40
	Number of All Students	234	331	299
	Percent of Enrollment	68%	100%	100%
9-12	Number of General-Education Students	364	436	441
	Number of Students with Disabilities	46	11	28
	Number of All Students	410	447	469
	Percent of Enrollment	90%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	18		
Completed and Passed Regents Exams	14	78%	77%
Completed and had Course Average of 75% or More	14	78%	81%
Completed and Attained a HS Diploma or Equivalent	14	78%	96%
Completed and Whose Status is Known	16		
Completed and Were Successfully Placed	16	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			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	20	100%	26	96%	22	91%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	0	0%	0	0%
Spanish	91	93%	78	100%	90	96%

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%	2	#	3	#

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%	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	88%	15	100%	14	86%
Science	4	#	4	#	7	71%
Reading	0	0%	9	78%	2	#
Writing	0	0%	6	33%	2	#
Global Studies	7	86%	3	#	3	#
U.S. Hist & Gov't	5	100%	1	#	4	#

(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	97	112	115	8	14	9
Number Scoring 55-100	91	105	114	5	8	9
Number Scoring 65-100	89	102	112	4	8	8
Number Scoring 85-100	43	44	64	0	4	0
Percentage of Tested Scoring 55-100	94%	94%	99%	62%	57%	100%
Percentage of Tested Scoring 65-100	92%	91%	97%	50%	57%	89%
Percentage of Tested Scoring 85-100	44%	39%	56%	0%	29%	0%
Mathematics A						
Number Tested	104	136	126	1	14	11
Number Scoring 55-100	94	127	121	#	8	9
Number Scoring 65-100	83	118	115	#	7	6
Number Scoring 85-100	32	36	67	#	1	2
Percentage of Tested Scoring 55-100	90%	93%	96%	#	57%	82%
Percentage of Tested Scoring 65-100	80%	87%	91%	#	50%	55%
Percentage of Tested Scoring 85-100	31%	26%	53%	#	7%	18%
Mathematics B						
Number Tested	0	0	91	0	0	4
Number Scoring 55-100	0	0	86	0	0	#
Number Scoring 65-100	0	0	77	0	0	#
Number Scoring 85-100	0	0	33	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	95%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	85%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	36%	0%	0%	#
Global History and Geography						
Number Tested	110	130	120	8	17	16
Number Scoring 55-100	105	122	116	4	11	15
Number Scoring 65-100	98	116	108	2	9	9
Number Scoring 85-100	49	63	77	1	2	6
Percentage of Tested Scoring 55-100	95%	94%	97%	50%	65%	94%
Percentage of Tested Scoring 65-100	89%	89%	90%	25%	53%	56%
Percentage of Tested Scoring 85-100	45%	48%	64%	12%	12%	38%
U.S. History and Government						
Number Tested	96	111	118	8	13	12
Number Scoring 55-100	94	109	112	7	11	9
Number Scoring 65-100	87	99	105	4	7	7
Number Scoring 85-100	33	57	66	0	2	2
Percentage of Tested Scoring 55-100	98%	98%	95%	88%	85%	75%
Percentage of Tested Scoring 65-100	91%	89%	89%	50%	54%	58%
Percentage of Tested Scoring 85-100	34%	51%	56%	0%	15%	17%

(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	110	108	131	5	12	19
Number Scoring 55-100	109	108	130	4	12	18
Number Scoring 65-100	107	101	126	2	8	15
Number Scoring 85-100	66	53	70	0	3	5
Percentage of Tested Scoring 55-100	99%	100%	99%	80%	100%	95%
Percentage of Tested Scoring 65-100	97%	94%	96%	40%	67%	79%
Percentage of Tested Scoring 85-100	60%	49%	53%	0%	25%	26%
Physical Setting/Earth Science						
Number Tested	94	107	102	3	10	16
Number Scoring 55-100	91	104	96	#	9	12
Number Scoring 65-100	88	98	85	#	8	8
Number Scoring 85-100	46	50	40	#	2	1
Percentage of Tested Scoring 55-100	97%	97%	94%	#	90%	75%
Percentage of Tested Scoring 65-100	94%	92%	83%	#	80%	50%
Percentage of Tested Scoring 85-100	49%	47%	39%	#	20%	6%
Physical Setting/Chemistry						
Number Tested	67	101	78	3	4	2
Number Scoring 55-100	57	96	78	#	#	#
Number Scoring 65-100	42	79	76	#	#	#
Number Scoring 85-100	5	29	36	#	#	#
Percentage of Tested Scoring 55-100	85%	95%	100%	#	#	#
Percentage of Tested Scoring 65-100	63%	78%	97%	#	#	#
Percentage of Tested Scoring 85-100	7%	29%	46%	#	#	#
Physical Setting/Physics						
Number Tested			37			1
Number Scoring 55-100			37			#
Number Scoring 65-100			37			#
Number Scoring 85-100			23			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			100%			#
Percentage of Tested Scoring 85-100			62%			#

* 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	32	21	0	1	0
Number Scoring 55-100	22	32	21	0	#	0
Number Scoring 65-100	22	32	21	0	#	0
Number Scoring 85-100	14	26	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	64%	81%	81%	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	44	39	67	1	1	1
Number Scoring 55-100	44	39	66	#	#	#
Number Scoring 65-100	44	39	65	#	#	#
Number Scoring 85-100	34	26	55	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	99%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	97%	#	#	#
Percentage of Tested Scoring 85-100	77%	67%	82%	#	#	#
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	77	76	4	0	0	0
Number Scoring 55-100	74	70	#	0	0	0
Number Scoring 65-100	70	62	#	0	0	0
Number Scoring 85-100	41	36	#	0	0	0
Percentage of Tested Scoring 55-100	96%	92%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	82%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	53%	47%	#	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	15	100%	13	92%	11	100%
Students with Disabilities	5	100%	5	80%	3	#

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	84	0%	1%	37%	62%
	Students with Disabilities	12	8%	17%	67%	8%
	All Students	96	1%	3%	41%	55%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	101	0%	33%	50%	17%
	Students with Disabilities	14	7%	71%	21%	0%
	All Students	115	1%	37%	47%	15%

(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	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	98	98	98	15	15	15	113	113	113
Number Scoring 55–64	0	4	0	3	3	3	3	7	3
Number Scoring 65–84	52	35	36	4	6	4	56	41	40
Number Scoring 85–100	42	56	60	3	1	5	45	57	65
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 7-8)						
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 7-8)						
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 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			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 - L)