

# New York State District Report Card

## Comprehensive Information Report

BEDS Code: 65-12-01-06-0000  
 Name: Sodus Central School District  
 Superintendent: Susan Kay Salvaggio

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	33	25	34
Kindergarten	98	97	99
First	98	86	98
Second	114	95	83
Third	99	117	94
Fourth	123	103	109
Fifth	120	125	104
Sixth	128	120	121
Ungraded Elementary	0	0	0
Seventh	136	123	120
Eighth	125	126	122
Ninth	136	146	157
Tenth	108	109	105
Eleventh	110	106	82
Twelfth	104	108	109
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1499	1461	1403

### 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	10	0.7%	10	0.7%	11	0.8%
Black (Not Hispanic)	201	13.4%	217	14.9%	205	14.6%
Hispanic	70	4.7%	76	5.2%	84	6.0%
White (Not Hispanic)	1218	81.3%	1158	79.3%	1103	78.6%

### Average Class Size

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

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	74	4.8%	42	2.8%	55	3.8%
<b>Eligible for Free Lunch</b>	394	26.3%	423	29.0%	357	25.5%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.9%		94.7%		93.1%
<b>Student Suspensions</b>	134	8.4%	199	13.3%	199	13.6%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	7.6%	7.7%	7.2%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	143
Total Other Professional Staff	31
Total Paraprofessionals	52
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	76	54	71%	83	58	70%	83	58	70%
Students with Disabilities	9	2	22%	6	0	0%	6	0	0%
All Students	85	56	66%	89	58	65%	89	58	65%

\*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	27	47	0	1	9	5
Percent	30%	53%	0%	1%	10%	6%

## 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)
6	0	9	15

\*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	19		10		29	7.4%
	Entered GED Program*	8		2		6	1.5%
	Total Noncompleters	27		12		35	9.0%
Students with Disabilities	Dropped Out	2		2		6	6.5%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	2		2		6	6.5%
All Students	Dropped Out	21	4.6%	12	2.6%	35	7.2%
	Entered GED Program*	8	1.7%	2	0.4%	6	1.2%
	Total Noncompleters	29	6.3%	14	3.0%	41	8.5%

\*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	120	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	120	0	0
	Percent of Enrollment	49%	0%	0%
6-8	Number of General-Education Students	59	104	105
	Number of Students with Disabilities	64	22	17
	Number of All Students	123	126	122
	Percent of Enrollment	32%	34%	34%
9-12	Number of General-Education Students	167	378	174
	Number of Students with Disabilities	43	91	41
	Number of All Students	210	469	215
	Percent of Enrollment	46%	100%	47%

## 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 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	21	76%	15	40%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	74	39%	82	78%	100	60%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	2	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	12	0%	10	30%	9	22%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	1	#	1	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	1	#	2	#	0	0%
U.S. Hist & Gov't	1	#	2	#	2	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	29	48%	26	42%	14	36%
Science	8	25%	9	33%	12	33%
Reading	1	#	21	52%	4	#
Writing	3	#	10	40%	14	50%
Global Studies	12	17%	13	23%	12	17%
U.S. Hist & Gov't	3	#	15	20%	15	20%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	99	115	66	9	19	8
Number Scoring 55-100	93	105	58	7	12	5
Number Scoring 65-100	86	99	52	6	10	3
Number Scoring 85-100	40	46	24	0	3	0
Percentage of Tested Scoring 55-100	94%	91%	88%	78%	63%	62%
Percentage of Tested Scoring 65-100	87%	86%	79%	67%	53%	38%
Percentage of Tested Scoring 85-100	40%	40%	36%	0%	16%	0%
<b>Mathematics A</b>						
Number Tested	69	179	150	11	20	17
Number Scoring 55-100	18	132	142	0	9	15
Number Scoring 65-100	10	106	114	0	5	12
Number Scoring 85-100	0	20	29	0	0	2
Percentage of Tested Scoring 55-100	26%	74%	95%	0%	45%	88%
Percentage of Tested Scoring 65-100	14%	59%	76%	0%	25%	71%
Percentage of Tested Scoring 85-100	0%	11%	19%	0%	0%	12%
<b>Mathematics B</b>						
Number Tested	0	14	14	0	1	0
Number Scoring 55-100	0	5	13	0	#	0
Number Scoring 65-100	0	4	13	0	#	0
Number Scoring 85-100	0	0	8	0	#	0
Percentage of Tested Scoring 55-100	0%	36%	93%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	29%	93%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	0%	57%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	111	111	106	25	13	12
Number Scoring 55-100	96	87	95	12	7	7
Number Scoring 65-100	70	73	85	7	4	5
Number Scoring 85-100	23	21	41	1	0	1
Percentage of Tested Scoring 55-100	86%	78%	90%	48%	54%	58%
Percentage of Tested Scoring 65-100	63%	66%	80%	28%	31%	42%
Percentage of Tested Scoring 85-100	21%	19%	39%	4%	0%	8%
<b>U.S. History and Government</b>						
Number Tested	112	110	80	8	19	12
Number Scoring 55-100	103	95	72	5	12	6
Number Scoring 65-100	92	89	65	4	8	5
Number Scoring 85-100	39	33	37	1	2	0
Percentage of Tested Scoring 55-100	92%	86%	90%	62%	63%	50%
Percentage of Tested Scoring 65-100	82%	81%	81%	50%	42%	42%
Percentage of Tested Scoring 85-100	35%	30%	46%	12%	11%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	189	114	137	37	15	16
Number Scoring 55–100	177	106	130	31	13	10
Number Scoring 65–100	164	102	119	21	11	6
Number Scoring 85–100	21	29	44	0	0	2
Percentage of Tested Scoring 55–100	94%	93%	95%	84%	87%	62%
Percentage of Tested Scoring 65–100	87%	89%	87%	57%	73%	38%
Percentage of Tested Scoring 85–100	11%	25%	32%	0%	0%	12%
<b>Physical Setting/Earth Science</b>						
Number Tested	19	71	88	4	6	13
Number Scoring 55–100	15	61	80	#	4	9
Number Scoring 65–100	7	53	68	#	1	6
Number Scoring 85–100	0	17	22	#	0	1
Percentage of Tested Scoring 55–100	79%	86%	91%	#	67%	69%
Percentage of Tested Scoring 65–100	37%	75%	77%	#	17%	46%
Percentage of Tested Scoring 85–100	0%	24%	25%	#	0%	8%
<b>Physical Setting/Chemistry</b>						
Number Tested	47	36	43	0	2	1
Number Scoring 55–100	44	34	42	0	#	#
Number Scoring 65–100	28	26	40	0	#	#
Number Scoring 85–100	4	4	11	0	#	#
Percentage of Tested Scoring 55–100	94%	94%	98%	0%	#	#
Percentage of Tested Scoring 65–100	60%	72%	93%	0%	#	#
Percentage of Tested Scoring 85–100	9%	11%	26%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			12			0
Number Scoring 55–100			12			0
Number Scoring 65–100			11			0
Number Scoring 85–100			1			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			92%			0%
Percentage of Tested Scoring 85–100			8%			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
<b>Comprehensive French</b>						
Number Tested	14	7	7	0	0	0
Number Scoring 55–100	10	5	7	0	0	0
Number Scoring 65–100	9	5	7	0	0	0
Number Scoring 85–100	1	3	3	0	0	0
Percentage of Tested Scoring 55–100	71%	71%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	64%	71%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	7%	43%	43%	0%	0%	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	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 Hebrew</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 Spanish</b>						
Number Tested	38	39	25	0	1	0
Number Scoring 55–100	37	39	25	0	#	0
Number Scoring 65–100	35	36	25	0	#	0
Number Scoring 85–100	12	20	14	0	#	0
Percentage of Tested Scoring 55–100	97%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	92%	92%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	32%	51%	56%	0%	#	0%
<b>Comprehensive Latin</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%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	61	24	2	0	0	0
Number Scoring 55-100	55	21	#	0	0	0
Number Scoring 65-100	51	20	#	0	0	0
Number Scoring 85-100	20	7	#	0	0	0
Percentage of Tested Scoring 55-100	90%	88%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	84%	83%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	29%	#	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	70	100%	59	90%	82	89%
Students with Disabilities	19	74%	16	75%	20	60%

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
<b>Nov 2003</b>	General-Education Students	82	12%	9%	59%	21%
	Students with Disabilities	18	44%	28%	22%	6%
	All Students	100	18%	12%	52%	18%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	107	3%	49%	42%	7%
	Students with Disabilities	19	5%	74%	21%	0%
	All Students	126	3%	52%	39%	6%

(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
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	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

## 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	19	19	19	111	111	111
Number Scoring 55–64	6	2	2	6	3	5	12	5	7
Number Scoring 65–84	55	48	64	1	1	4	56	49	68
Number Scoring 85–100	22	31	20	0	0	0	22	31	20
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			11			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			5			0
Proficient (37-39)			6			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			11			0
Beginning (0-14)			1			0
Intermediate (15-24)			4			0
Advanced (25-32)			4			0
Proficient (33-35)			2			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			7			1
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			3			#
Proficient (37-39)			2			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			7			1
Beginning (0-14)			1			#
Intermediate (15-24)			4			#
Advanced (25-32)			2			#
Proficient (33-35)			0			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
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)\***

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
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 - L)