

New York State School Report Card

Comprehensive Information Report

BEDS Code: 10-14-01-04-0005
 Name: Ichabod Crane Senior High School
 Principal: L. Collett & W. Schneider

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	236	198	197
Tenth	161	196	190
Eleventh	173	160	192
Twelfth	165	162	154
Ungraded Secondary	0	0	0
Total K-12 Enrollment	735	716	733

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	10	1.4%	6	0.8%	11	1.5%
Black (Not Hispanic)	12	1.6%	8	1.1%	12	1.6%
Hispanic	0	0.0%	4	0.6%	2	0.3%
White (Not Hispanic)	713	97.0%	698	97.5%	708	96.6%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	18
Social Studies Grade 8	0	0	0
English Grade 10	23	22	21
Mathematics Grade 10	18	18	16
Science Grade 10	17	18	16
Social Studies Grade 10	23	21	21

(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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	2	0.3%	4	0.6%	4	0.6%
Eligible for Free Lunch	64	8.7%	48	6.7%	79	10.8%

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		92.2%		92.7%		93.8%
Student Suspensions	25	3.5%	87	11.8%	35	4.9%

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

	2002-03	2003-04	2004-05
Reduced Lunch	4.4%	5.9%	5.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	95%	99%

Staff Counts

Staff	2004-05
Total Teachers	52
Total Other Professional Staff	7
Total Paraprofessionals	NA
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	130	135	137
	Regents Diplomas	84	90	128
	% Regents Diplomas	65%	67%	93%
	Regents Diplomas with Advanced Designation**			93
	% Regents Diplomas with Advanced Designation			68%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	21	16	11
	Regents Diplomas	2	3	4
	% Regents Diplomas	10%	19%	36%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			9%
	IEP Diplomas or Local Certificates	3	0	0
All Students	Total Graduates*	151	151	148
	Regents Diplomas	86	93	132
	% Regents Diplomas	57%	62%	89%
	Regents Diplomas with Advanced Designation**			94
	% Regents Diplomas with Advanced Designation			64%
	IEP Diplomas or Local Certificates	3	0	0

* 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
General-Education Students	Number	76	53	0	3	5	0	0	0
	Percent	55%	39%	0%	2%	4%	0%	0%	0%
Students with Disabilities	Number	2	7	0	0	2	0	0	0
	Percent	18%	64%	0%	0%	18%	0%	0%	0%
All Students	Number	78	60	0	3	7	0	0	0
	Percent	53%	41%	0%	2%	5%	0%	0%	0%

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.
General-Education Students	Dropped Out	1		17	3.6%	2	0.3%
	Entered GED Program*	6		6	1.3%	5	0.8%
	Total Noncompleters	7		23	4.8%	7	1.1%
Students with Disabilities	Dropped Out	1		7	9.3%	4	4.3%
	Entered GED Program*	1		2	2.7%	0	0.0%
	Total Noncompleters	2		9	12.0%	4	4.3%
All Students	Dropped Out	2	0.3%	24	4.3%	6	0.8%
	Entered GED Program*	7	1.0%	8	1.4%	5	0.7%
	Total Noncompleters	9	1.2%	32	5.8%	11	1.5%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	1	#	0	0%
Science	4	#	0	0%	0	0%
Reading	2	#	2	#	1	#
Writing	2	#	1	#	0	0%
Global Studies	2	#	2	#	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	1	#	0	0%
Science	1	#	2	#	2	#
Reading	9	100%	6	100%	0	0%
Writing	9	89%	9	78%	0	0%
Global Studies	8	100%	2	#	6	100%
U.S. Hist & Gov't	5	100%	2	#	6	83%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	170	163	175	21	16	18
Number Scoring 55-100	161	157	175	17	11	18
Number Scoring 65-100	154	143	164	13	5	12
Number Scoring 85-100	87	103	94	3	1	3
Percentage of Tested Scoring 55-100	95%	96%	100%	81%	69%	100%
Percentage of Tested Scoring 65-100	91%	88%	94%	62%	31%	67%
Percentage of Tested Scoring 85-100	51%	63%	54%	14%	6%	17%
Mathematics A						
Number Tested	185	58	186	20	13	21
Number Scoring 55-100	156	57	184	9	12	20
Number Scoring 65-100	131	49	173	6	7	14
Number Scoring 85-100	27	6	49	1	0	0
Percentage of Tested Scoring 55-100	84%	98%	99%	45%	92%	95%
Percentage of Tested Scoring 65-100	71%	84%	93%	30%	54%	67%
Percentage of Tested Scoring 85-100	15%	10%	26%	5%	0%	0%
Mathematics B						
Number Tested	90	140	109	0	3	1
Number Scoring 55-100	51	112	100	0	#	#
Number Scoring 65-100	37	98	86	0	#	#
Number Scoring 85-100	6	17	21	0	#	#
Percentage of Tested Scoring 55-100	57%	80%	92%	0%	#	#
Percentage of Tested Scoring 65-100	41%	70%	79%	0%	#	#
Percentage of Tested Scoring 85-100	7%	12%	19%	0%	#	#
Global History and Geography						
Number Tested	193	44	194	17	7	27
Number Scoring 55-100	177	35	180	12	5	21
Number Scoring 65-100	161	26	154	9	3	15
Number Scoring 85-100	53	8	46	1	1	3
Percentage of Tested Scoring 55-100	92%	80%	93%	71%	71%	78%
Percentage of Tested Scoring 65-100	83%	59%	79%	53%	43%	56%
Percentage of Tested Scoring 85-100	27%	18%	24%	6%	14%	11%
U.S. History and Government						
Number Tested	179	170	185	18	15	18
Number Scoring 55-100	168	164	170	16	13	12
Number Scoring 65-100	145	154	148	13	10	8
Number Scoring 85-100	49	71	72	0	0	3
Percentage of Tested Scoring 55-100	94%	96%	92%	89%	87%	67%
Percentage of Tested Scoring 65-100	81%	91%	80%	72%	67%	44%
Percentage of Tested Scoring 85-100	27%	42%	39%	0%	0%	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	150	47	180	19	13	23
Number Scoring 55-100	148	45	174	18	12	22
Number Scoring 65-100	138	38	166	13	7	18
Number Scoring 85-100	50	8	65	0	0	1
Percentage of Tested Scoring 55-100	99%	96%	97%	95%	92%	96%
Percentage of Tested Scoring 65-100	92%	81%	92%	68%	54%	78%
Percentage of Tested Scoring 85-100	33%	17%	36%	0%	0%	4%
Physical Setting/Earth Science						
Number Tested	53	172	164	14	27	24
Number Scoring 55-100	41	152	150	9	21	20
Number Scoring 65-100	29	132	127	8	14	13
Number Scoring 85-100	5	45	65	1	2	3
Percentage of Tested Scoring 55-100	77%	88%	91%	64%	78%	83%
Percentage of Tested Scoring 65-100	55%	77%	77%	57%	52%	54%
Percentage of Tested Scoring 85-100	9%	26%	40%	7%	7%	12%
Physical Setting/Chemistry						
Number Tested	128	119	123	2	1	3
Number Scoring 55-100	112	113	114	#	#	#
Number Scoring 65-100	81	86	82	#	#	#
Number Scoring 85-100	20	19	17	#	#	#
Percentage of Tested Scoring 55-100	88%	95%	93%	#	#	#
Percentage of Tested Scoring 65-100	63%	72%	67%	#	#	#
Percentage of Tested Scoring 85-100	16%	16%	14%	#	#	#
Physical Setting/Physics						
Number Tested		43	55		1	0
Number Scoring 55-100		43	53		#	0
Number Scoring 65-100		38	51		#	0
Number Scoring 85-100		11	26		#	0
Percentage of Tested Scoring 55-100		100%	96%		#	0%
Percentage of Tested Scoring 65-100		88%	93%		#	0%
Percentage of Tested Scoring 85-100		26%	47%		#	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
Comprehensive French						
Number Tested	15	3	26	0	0	0
Number Scoring 55-100	15	#	25	0	0	0
Number Scoring 65-100	15	#	25	0	0	0
Number Scoring 85-100	9	#	12	0	0	0
Percentage of Tested Scoring 55-100	100%	#	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	#	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	60%	#	46%	0%	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	81	19	71	2	0	1
Number Scoring 55-100	78	19	71	#	0	#
Number Scoring 65-100	75	17	68	#	0	#
Number Scoring 85-100	45	6	36	#	0	#
Percentage of Tested Scoring 55-100	96%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	93%	89%	96%	#	0%	#
Percentage of Tested Scoring 85-100	56%	32%	51%	#	0%	#
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)

New York State Alternate Assessments (NYSAA) 2004–05

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

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	145	145	145	16	16	16	161	161	161
Number Scoring 55–64	3	4	3	3	2	1	6	6	4
Number Scoring 65–84	89	59	64	6	9	13	95	68	77
Number Scoring 85–100	49	71	76	1	0	0	50	71	76
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
Listening and Speaking (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 9–12)						
Number Tested		2	2		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 – L)