

# New York State District Report Card Comprehensive Information Report

BEDS Code: 52-17-01-04-0000  
 Name: Schuylerville Central School District  
 Superintendent: Leon J. Reed

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	154	144	151
First	132	142	150
Second	146	135	135
Third	128	143	133
Fourth	132	131	139
Fifth	136	130	126
Sixth	125	135	132
Ungraded Elementary	0	0	0
Seventh	119	126	130
Eighth	129	120	127
Ninth	133	129	127
Tenth	130	134	127
Eleventh	101	125	127
Twelfth	93	97	128
Ungraded Secondary	1	2	2
Total K-12 Enrollment	1659	1693	1734

## 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	9	0.5%	11	0.6%	9	0.5%
Black (Not Hispanic)	10	0.6%	14	0.8%	18	1.0%
Hispanic	18	1.1%	21	1.2%	14	0.8%
White (Not Hispanic)	1622	97.8%	1647	97.3%	1693	97.6%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	18	19
Common Branch	24	23	23
English Grade 8	21	17	17
Mathematics Grade 8	21	16	21
Science Grade 8	21	19	21
Social Studies Grade 8	20	17	20
English Grade 10	18	18	20
Mathematics Grade 10	11	26	15
Science Grade 10	19	20	27
Social Studies Grade 10	20	16	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
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	10	0.6%	5	0.3%	5	0.3%
Eligible for Free Lunch	242	14.6%	231	13.6%	205	11.8%

### 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		95.4%		95.4%		95.8%
Student Suspensions	61	3.8%	62	3.7%	50	3.0%

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

	2002-03	2003-04	2004-05
Reduced Lunch	7.0%	8.3%	6.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	140
Total Other Professional Staff	18
Total Paraprofessionals	37
Teaching Out of Certification*	2

\*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*	75	90	104
	Regents Diplomas	53	79	100
	% Regents Diplomas	71%	88%	96%
	Regents Diplomas with Advanced Designation**			49
	% Regents Diplomas with Advanced Designation			47%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	17	10	20
	Regents Diplomas	3	4	7
	% Regents Diplomas	18%	40%	35%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	5	1	3
<b>All Students</b>	Total Graduates*	92	100	124
	Regents Diplomas	56	83	107
	% Regents Diplomas	61%	83%	86%
	Regents Diplomas with Advanced Designation**			49
	% Regents Diplomas with Advanced Designation			40%
	IEP Diplomas or Local Certificates	5	1	3

\* 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>	52	36	3	4	5	4	0	0
	<b>Percent</b>	50%	35%	3%	4%	5%	4%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	1	8	3	1	4	2	0	1
	<b>Percent</b>	5%	40%	15%	5%	20%	10%	0%	5%
<b>All Students</b>	<b>Number</b>	53	44	6	5	9	6	0	1
	<b>Percent</b>	43%	35%	5%	4%	7%	5%	0%	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	4		2	0.5%	3	0.7%
	Entered GED Program*	7		3	0.7%	4	0.9%
	Total Noncompleters	11		5	1.2%	7	1.6%
<b>Students with Disabilities</b>	Dropped Out	4		1	1.2%	3	3.5%
	Entered GED Program*	5		1	1.2%	3	3.5%
	Total Noncompleters	9		2	2.3%	6	7.1%
<b>All Students</b>	Dropped Out	8	1.7%	3	0.6%	6	1.1%
	Entered GED Program*	12	2.6%	4	0.8%	7	1.3%
	Total Noncompleters	20	4.4%	7	1.4%	13	2.5%

\*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	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	107	219	228
	Number of Students with Disabilities	22	27	25
	Number of All Students	129	246	253
	Percent of Enrollment	35%	64%	65%
9-12	Number of General-Education Students	101	27	84
	Number of Students with Disabilities	16	81	11
	Number of All Students	117	108	95
	Percent of Enrollment	26%	22%	19%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	33		
Completed and Passed Regents Exams	33	100%	80%
Completed and had Course Average of 75% or More	32	97%	82%
Completed and Attained a HS Diploma or Equivalent	33	100%	96%
Completed and Whose Status is Known	33		
Completed and Were Successfully Placed	33	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	15	31%	25%
Underrepresented Gender Members Who Completed	1	25%	19%

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	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	3	#	4	#	5	100%
Science	0	0%	1	#	3	#
Reading	2	#	1	#	3	#
Writing	0	0%	2	#	2	#
Global Studies	0	0%	2	#	3	#
U.S. Hist & Gov't	0	0%	0	0%	2	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	100%	22	86%	14	79%
Science	5	100%	10	60%	12	92%
Reading	22	77%	8	88%	8	88%
Writing	16	88%	21	76%	11	91%
Global Studies	12	75%	14	36%	13	38%
U.S. Hist & Gov't	4	#	5	60%	7	71%

(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	100	129	134	12	24	16
Number Scoring 55-100	95	118	125	10	14	10
Number Scoring 65-100	90	114	111	8	12	4
Number Scoring 85-100	34	42	45	0	0	0
Percentage of Tested Scoring 55-100	95%	91%	93%	83%	58%	62%
Percentage of Tested Scoring 65-100	90%	88%	83%	67%	50%	25%
Percentage of Tested Scoring 85-100	34%	33%	34%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	130	166	121	23	24	15
Number Scoring 55-100	118	163	118	14	23	13
Number Scoring 65-100	101	156	107	9	20	10
Number Scoring 85-100	31	47	31	3	0	1
Percentage of Tested Scoring 55-100	91%	98%	98%	61%	96%	87%
Percentage of Tested Scoring 65-100	78%	94%	88%	39%	83%	67%
Percentage of Tested Scoring 85-100	24%	28%	26%	13%	0%	7%
<b>Mathematics B</b>						
Number Tested	39	63	77	1	3	1
Number Scoring 55-100	38	53	62	#	#	#
Number Scoring 65-100	32	44	53	#	#	#
Number Scoring 85-100	8	18	8	#	#	#
Percentage of Tested Scoring 55-100	97%	84%	81%	#	#	#
Percentage of Tested Scoring 65-100	82%	70%	69%	#	#	#
Percentage of Tested Scoring 85-100	21%	29%	10%	#	#	#
<b>Global History and Geography</b>						
Number Tested	123	137	154	18	21	27
Number Scoring 55-100	119	112	131	16	5	14
Number Scoring 65-100	109	105	117	12	4	9
Number Scoring 85-100	44	49	48	1	0	0
Percentage of Tested Scoring 55-100	97%	82%	85%	89%	24%	52%
Percentage of Tested Scoring 65-100	89%	77%	76%	67%	19%	33%
Percentage of Tested Scoring 85-100	36%	36%	31%	6%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	97	125	126	11	21	15
Number Scoring 55-100	95	117	115	10	15	9
Number Scoring 65-100	92	115	103	9	13	5
Number Scoring 85-100	56	68	72	1	3	2
Percentage of Tested Scoring 55-100	98%	94%	91%	91%	71%	60%
Percentage of Tested Scoring 65-100	95%	92%	82%	82%	62%	33%
Percentage of Tested Scoring 85-100	58%	54%	57%	9%	14%	13%

(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	92	163	115	7	32	18
Number Scoring 55-100	91	156	115	6	26	18
Number Scoring 65-100	90	150	111	6	21	16
Number Scoring 85-100	38	49	51	1	0	1
Percentage of Tested Scoring 55-100	99%	96%	100%	86%	81%	100%
Percentage of Tested Scoring 65-100	98%	92%	97%	86%	66%	89%
Percentage of Tested Scoring 85-100	41%	30%	44%	14%	0%	6%
<b>Physical Setting/Earth Science</b>						
Number Tested	107	94	105	2	6	0
Number Scoring 55-100	105	94	105	#	6	0
Number Scoring 65-100	105	94	104	#	6	0
Number Scoring 85-100	63	50	63	#	2	0
Percentage of Tested Scoring 55-100	98%	100%	100%	#	100%	0%
Percentage of Tested Scoring 65-100	98%	100%	99%	#	100%	0%
Percentage of Tested Scoring 85-100	59%	53%	60%	#	33%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	87	68	54	1	1	2
Number Scoring 55-100	81	60	53	#	#	#
Number Scoring 65-100	63	48	47	#	#	#
Number Scoring 85-100	14	13	18	#	#	#
Percentage of Tested Scoring 55-100	93%	88%	98%	#	#	#
Percentage of Tested Scoring 65-100	72%	71%	87%	#	#	#
Percentage of Tested Scoring 85-100	16%	19%	33%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested		63	70		0	1
Number Scoring 55-100		57	66		0	#
Number Scoring 65-100		55	63		0	#
Number Scoring 85-100		13	15		0	#
Percentage of Tested Scoring 55-100		90%	94%		0%	#
Percentage of Tested Scoring 65-100		87%	90%		0%	#
Percentage of Tested Scoring 85-100		21%	21%		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	21	15	15	0	0	1
Number Scoring 55-100	21	15	15	0	0	#
Number Scoring 65-100	21	15	15	0	0	#
Number Scoring 85-100	7	8	11	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	33%	53%	73%	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	62	43	65	1	0	0
Number Scoring 55-100	62	43	65	#	0	0
Number Scoring 65-100	59	43	65	#	0	0
Number Scoring 85-100	44	30	47	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	95%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	71%	70%	72%	#	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)

## 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	126	2%	9%	70%	19%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	126	2%	9%	70%	19%

## 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	127	0%	17%	64%	20%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	127	0%	17%	64%	20%

(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	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	2	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	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	100	100	100	23	23	23	123	123	123
Number Scoring 55–64	3	1	0	2	3	2	5	4	2
Number Scoring 65–84	58	36	40	9	9	16	67	45	56
Number Scoring 85–100	39	61	59	1	3	1	40	64	60
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		0	4		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		0	4		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		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)