

# 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	2002-03	2003-04	2004-05
Pre-K	25	34	32
Kindergarten	97	99	103
First	86	98	87
Second	95	83	97
Third	117	94	86
Fourth	103	109	96
Fifth	125	104	106
Sixth	120	121	97
Ungraded Elementary	0	0	0
Seventh	123	120	122
Eighth	126	122	122
Ninth	146	157	148
Tenth	109	105	122
Eleventh	106	82	101
Twelfth	108	109	85
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1461	1403	1372

## 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	0.7%	11	0.8%	11	0.8%
Black (Not Hispanic)	217	14.9%	205	14.6%	199	14.5%
Hispanic	76	5.2%	84	6.0%	94	6.9%
White (Not Hispanic)	1158	79.3%	1103	78.6%	1068	77.8%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	16	20
Common Branch	18	20	20
English Grade 8	24	23	22
Mathematics Grade 8	24	23	23
Science Grade 8	24	23	23
Social Studies Grade 8	24	23	23
English Grade 10	16	23	22
Mathematics Grade 10	0	17	18
Science Grade 10	20	19	21
Social Studies Grade 10	23	19	19

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high 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	42	2.8%	55	3.8%	49	3.5%
Eligible for Free Lunch	423	29.0%	357	25.5%	564	41.1%

### 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		94.7%		93.1%		94.0%
Student Suspensions	199	13.3%	199	13.6%	143	10.2%

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

	2002-03	2003-04	2004-05
Reduced Lunch	7.7%	7.2%	13.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	128
Total Other Professional Staff	29
Total Paraprofessionals	46
Teaching Out of Certification*	3

\*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*	83	83	61
	Regents Diplomas	58	58	49
	% Regents Diplomas	70%	70%	80%
	Regents Diplomas with Advanced Designation**			21
	% Regents Diplomas with Advanced Designation			34%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	6	6	8
	Regents Diplomas	0	0	2
	% Regents Diplomas	0%	0%	25%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	3	9	7
<b>All Students</b>	Total Graduates*	89	89	69
	Regents Diplomas	58	58	51
	% Regents Diplomas	65%	65%	74%
	Regents Diplomas with Advanced Designation**			21
	% Regents Diplomas with Advanced Designation			30%
	IEP Diplomas or Local Certificates	3	9	7

\* 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>	26	27	0	2	1	0	0	5
	<b>Percent</b>	43%	44%	0%	3%	2%	0%	0%	8%
<b>Students with Disabilities</b>	<b>Number</b>	0	5	0	0	3	0	0	0
	<b>Percent</b>	0%	62%	0%	0%	38%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	26	32	0	2	4	0	0	5
	<b>Percent</b>	38%	46%	0%	3%	6%	0%	0%	7%

## 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	10		29	7.4%	11	2.9%
	Entered GED Program*	2		6	1.5%	2	0.5%
	Total Noncompleters	12		35	9.0%	13	3.4%
<b>Students with Disabilities</b>	Dropped Out	2		6	6.5%	5	5.3%
	Entered GED Program*	0		0	0.0%	1	1.1%
	Total Noncompleters	2		6	6.5%	6	6.3%
<b>All Students</b>	Dropped Out	12	2.6%	35	7.2%	16	3.4%
	Entered GED Program*	2	0.4%	6	1.2%	3	0.6%
	Total Noncompleters	14	3.0%	41	8.5%	19	4.0%

\*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	104	105	109
	Number of Students with Disabilities	22	17	13
	Number of All Students	126	122	122
	Percent of Enrollment	34%	34%	36%
9-12	Number of General-Education Students	378	174	375
	Number of Students with Disabilities	91	41	81
	Number of All Students	469	215	456
	Percent of Enrollment	100%	47%	100%

## 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 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	15	40%	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	82	78%	100	60%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	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	10	30%	9	22%	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	0	0%	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	2	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	26	42%	14	36%	22	77%
Science	9	33%	12	33%	16	31%
Reading	21	52%	4	#	12	67%
Writing	10	40%	14	50%	14	93%
Global Studies	13	23%	12	17%	11	18%
U.S. Hist & Gov't	15	20%	15	20%	11	18%

(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	115	66	101	19	8	10
Number Scoring 55-100	105	58	95	12	5	8
Number Scoring 65-100	99	52	80	10	3	4
Number Scoring 85-100	46	24	35	3	0	1
Percentage of Tested Scoring 55-100	91%	88%	94%	63%	62%	80%
Percentage of Tested Scoring 65-100	86%	79%	79%	53%	38%	40%
Percentage of Tested Scoring 85-100	40%	36%	35%	16%	0%	10%
<b>Mathematics A</b>						
Number Tested	179	150	120	20	17	12
Number Scoring 55-100	132	142	106	9	15	4
Number Scoring 65-100	106	114	86	5	12	0
Number Scoring 85-100	20	29	28	0	2	0
Percentage of Tested Scoring 55-100	74%	95%	88%	45%	88%	33%
Percentage of Tested Scoring 65-100	59%	76%	72%	25%	71%	0%
Percentage of Tested Scoring 85-100	11%	19%	23%	0%	12%	0%
<b>Mathematics B</b>						
Number Tested	14	14	47	1	0	1
Number Scoring 55-100	5	13	34	#	0	#
Number Scoring 65-100	4	13	29	#	0	#
Number Scoring 85-100	0	8	3	#	0	#
Percentage of Tested Scoring 55-100	36%	93%	72%	#	0%	#
Percentage of Tested Scoring 65-100	29%	93%	62%	#	0%	#
Percentage of Tested Scoring 85-100	0%	57%	6%	#	0%	#
<b>Global History and Geography</b>						
Number Tested	111	106	110	13	12	18
Number Scoring 55-100	87	95	98	7	7	11
Number Scoring 65-100	73	85	84	4	5	4
Number Scoring 85-100	21	41	41	0	1	2
Percentage of Tested Scoring 55-100	78%	90%	89%	54%	58%	61%
Percentage of Tested Scoring 65-100	66%	80%	76%	31%	42%	22%
Percentage of Tested Scoring 85-100	19%	39%	37%	0%	8%	11%
<b>U.S. History and Government</b>						
Number Tested	110	80	92	19	12	8
Number Scoring 55-100	95	72	84	12	6	6
Number Scoring 65-100	89	65	72	8	5	5
Number Scoring 85-100	33	37	48	2	0	2
Percentage of Tested Scoring 55-100	86%	90%	91%	63%	50%	75%
Percentage of Tested Scoring 65-100	81%	81%	78%	42%	42%	62%
Percentage of Tested Scoring 85-100	30%	46%	52%	11%	0%	25%

(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	114	137	135	15	16	15
Number Scoring 55-100	106	130	123	13	10	10
Number Scoring 65-100	102	119	99	11	6	7
Number Scoring 85-100	29	44	17	0	2	0
Percentage of Tested Scoring 55-100	93%	95%	91%	87%	62%	67%
Percentage of Tested Scoring 65-100	89%	87%	73%	73%	38%	47%
Percentage of Tested Scoring 85-100	25%	32%	13%	0%	12%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	71	88	136	6	13	12
Number Scoring 55-100	61	80	124	4	9	8
Number Scoring 65-100	53	68	106	1	6	5
Number Scoring 85-100	17	22	44	0	1	2
Percentage of Tested Scoring 55-100	86%	91%	91%	67%	69%	67%
Percentage of Tested Scoring 65-100	75%	77%	78%	17%	46%	42%
Percentage of Tested Scoring 85-100	24%	25%	32%	0%	8%	17%
<b>Physical Setting/Chemistry</b>						
Number Tested	36	43	39	2	1	2
Number Scoring 55-100	34	42	36	#	#	#
Number Scoring 65-100	26	40	27	#	#	#
Number Scoring 85-100	4	11	6	#	#	#
Percentage of Tested Scoring 55-100	94%	98%	92%	#	#	#
Percentage of Tested Scoring 65-100	72%	93%	69%	#	#	#
Percentage of Tested Scoring 85-100	11%	26%	15%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested		12	18		0	1
Number Scoring 55-100		12	18		0	#
Number Scoring 65-100		11	18		0	#
Number Scoring 85-100		1	11		0	#
Percentage of Tested Scoring 55-100		100%	100%		0%	#
Percentage of Tested Scoring 65-100		92%	100%		0%	#
Percentage of Tested Scoring 85-100		8%	61%		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	7	7	0	0	0	0
Number Scoring 55-100	5	7	0	0	0	0
Number Scoring 65-100	5	7	0	0	0	0
Number Scoring 85-100	3	3	0	0	0	0
Percentage of Tested Scoring 55-100	71%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	71%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	43%	43%	0%	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	39	25	39	1	0	1
Number Scoring 55-100	39	25	39	#	0	#
Number Scoring 65-100	36	25	39	#	0	#
Number Scoring 85-100	20	14	26	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	92%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	51%	56%	67%	#	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	90	16%	7%	43%	34%
	Students with Disabilities	11	73%	0%	18%	9%
	All Students	101	22%	6%	41%	32%

## 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	116	2%	39%	50%	9%
	Students with Disabilities	9	11%	56%	33%	0%
	All Students	125	2%	40%	49%	9%

(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	1	1	#	#	#	#
<b>Middle Level</b>						
Social Studies	2	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

### 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	71	71	71	16	16	16	87	87	87
Number Scoring 55–64	6	3	1	2	0	3	8	3	4
Number Scoring 65–84	40	21	43	4	3	6	44	24	49
Number Scoring 85–100	20	37	22	0	0	0	20	37	22
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		11	10		0	0
Beginning		0	0		0	0
Intermediate		0	3		0	0
Advanced		5	5		0	0
Proficient		6	2		0	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		11	10		0	0
Beginning		1	0		0	0
Intermediate		4	5		0	0
Advanced		4	2		0	0
Proficient		2	3		0	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		7	12		1	0
Beginning		0	0		#	0
Intermediate		2	2		#	0
Advanced		3	6		#	0
Proficient		2	4		#	0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		7	12		1	0
Beginning		1	0		#	0
Intermediate		4	8		#	0
Advanced		2	2		#	0
Proficient		0	2		#	0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		4	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		4	4		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 - K)

# 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 7-8)</b>						
Number Tested		1	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		1	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		4	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		4	4		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)