

# New York State District Report Card Comprehensive Information Report

BEDS Code: 42-07-02-03-0000

Name: Solvay Union Free School District

Superintendent: Mr. Thomas G. Helmer

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	125	130	127
First	131	121	139
Second	97	131	116
Third	139	95	130
Fourth	120	137	98
Fifth	145	122	135
Sixth	129	154	121
Ungraded Elementary	0	0	0
Seventh	142	126	155
Eighth	128	127	126
Ninth	205	174	171
Tenth	165	200	166
Eleventh	137	157	172
Twelfth	126	132	153
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1789	1806	1809

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	22	1.2%	20	1.1%	20	1.1%
Black (Not Hispanic)	26	1.5%	36	2.0%	32	1.8%
Hispanic	11	0.6%	17	0.9%	32	1.8%
White (Not Hispanic)	1730	96.7%	1733	96.0%	1725	95.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	22	18
Common Branch	20	19	21
English Grade 8	23	16	16
Mathematics Grade 8	23	23	19
Science Grade 8	27	16	17
Social Studies Grade 8	28	24	25
English Grade 10	21	24	24
Mathematics Grade 10	0	20	0
Science Grade 10	21	24	24
Social Studies Grade 10	20	25	25

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average 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>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	95	5.3%	88	4.9%	99	5.5%
<b>Eligible for Free Lunch</b>	288	17.3%	245	14.6%	342	20.3%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</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>		95.4%		94.9%		94.4%
<b>Student Suspensions</b>	97	5.5%	104	5.8%	122	6.8%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	7.3%	5.9%	6.1%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	141
Total Other Professional Staff	23
Total Paraprofessionals	54
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis.  
Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	102	75	74%	108	75	69%	119	78	66%
Students with Disabilities	8	1	12%	8	3	38%	6	1	17%
All Students	110	76	69%	116	78	67%	125	79	63%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	48	64	4	2	3	4
Percent	38%	51%	3%	2%	2%	3%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
6	1	3	9

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			11		17	
	Entered GED Program*			1		9	
	Total Noncompleters			12		26	
Students with Disabilities	Dropped Out			2		4	
	Entered GED Program*			0		2	
	Total Noncompleters			2		6	
All Students	Dropped Out	6	0.9%	13	2.0%	21	3.2%
	Entered GED Program*	16	2.5%	1	0.2%	11	1.7%
	Total Noncompleters	22	3.5%	14	2.1%	32	4.8%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000–01	2001–02	2002–03
K–1		0%	0%
2–3		0%	0%

## Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		109	115
	Number of Students with Disabilities		18	12
	Number of All Students		127	127
	Percent of Enrollment		31%	32%
9–12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	21	95%	33	73%	30	97%
German	0	0%	0	0%	0	0%
Italian	27	93%	19	63%	30	100%
Latin	0	0%	0	0%	0	0%
Spanish	95	71%	69	75%	73	85%

### Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	9	56%	4	#	4	#

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	2	#
Science	0	0%	3	#	3	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	13	85%
Science	2	#	0	0%	8	38%
Reading	0	0%	1	#	2	#
Writing	0	0%	0	0%	2	#
Global Studies	2	#	0	0%	7	29%
U.S. Hist & Gov't	4	#	0	0%	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	133	135	150	13	6	15
Number Scoring 55–100	132	129	146	13	5	12
Number Scoring 65–100	124	127	142	8	4	9
Number Scoring 85–100	72	79	72	1	0	2
Percentage of Tested Scoring 55–100	99%	96%	97%	100%	83%	80%
Percentage of Tested Scoring 65–100	93%	94%	95%	62%	67%	60%
Percentage of Tested Scoring 85–100	54%	59%	48%	8%	0%	13%
<b>Mathematics A</b>						
Number Tested	0	1	181	0	0	10
Number Scoring 55–100	0	#	166	0	0	3
Number Scoring 65–100	0	#	160	0	0	3
Number Scoring 85–100	0	#	88	0	0	0
Percentage of Tested Scoring 55–100	0%	#	92%	0%	0%	30%
Percentage of Tested Scoring 65–100	0%	#	88%	0%	0%	30%
Percentage of Tested Scoring 85–100	0%	#	49%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	148	165	163	10	19	15
Number Scoring 55–100	143	151	145	8	14	8
Number Scoring 65–100	132	139	129	6	10	4
Number Scoring 85–100	44	41	40	1	0	0
Percentage of Tested Scoring 55–100	97%	92%	89%	80%	74%	53%
Percentage of Tested Scoring 65–100	89%	84%	79%	60%	53%	27%
Percentage of Tested Scoring 85–100	30%	25%	25%	10%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	127	148	170	9	10	17
Number Scoring 55–100	118	135	161	7	9	12
Number Scoring 65–100	104	115	148	6	3	10
Number Scoring 85–100	46	26	49	2	0	1
Percentage of Tested Scoring 55–100	93%	91%	95%	78%	90%	71%
Percentage of Tested Scoring 65–100	82%	78%	87%	67%	30%	59%
Percentage of Tested Scoring 85–100	36%	18%	29%	22%	0%	6%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	112	134	150	6	7	13
Number Scoring 55–100	111	125	136	6	7	7
Number Scoring 65–100	103	122	126	0	6	5
Number Scoring 85–100	24	83	33	0	3	0
Percentage of Tested Scoring 55–100	99%	93%	91%	100%	100%	54%
Percentage of Tested Scoring 65–100	92%	91%	84%	0%	86%	38%
Percentage of Tested Scoring 85–100	21%	62%	22%	0%	43%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	138	194	168	8	17	15
Number Scoring 55–100	122	155	134	6	8	5
Number Scoring 65–100	102	130	113	6	4	5
Number Scoring 85–100	7	26	25	0	0	0
Percentage of Tested Scoring 55–100	88%	80%	80%	75%	47%	33%
Percentage of Tested Scoring 65–100	74%	67%	67%	75%	24%	33%
Percentage of Tested Scoring 85–100	5%	13%	15%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		85	119		1	1
Number Scoring 55–100		79	102		#	#
Number Scoring 65–100		59	72		#	#
Number Scoring 85–100		5	15		#	#
Percentage of Tested Scoring 55–100		93%	86%		#	#
Percentage of Tested Scoring 65–100		69%	61%		#	#
Percentage of Tested Scoring 85–100		6%	13%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.  
(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	11	11	10	0	0	0
Number Scoring 55–100	11	11	10	0	0	0
Number Scoring 65–100	11	11	10	0	0	0
Number Scoring 85–100	7	6	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	64%	55%	80%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	32	21	22	0	0	0
Number Scoring 55–100	30	18	21	0	0	0
Number Scoring 65–100	30	16	21	0	0	0
Number Scoring 85–100	7	9	9	0	0	0
Percentage of Tested Scoring 55–100	94%	86%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	76%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	22%	43%	41%	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	30	55	59	0	0	2
Number Scoring 55–100	30	54	56	0	0	#
Number Scoring 65–100	30	54	56	0	0	#
Number Scoring 85–100	28	28	25	0	0	#
Percentage of Tested Scoring 55–100	100%	98%	95%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	98%	95%	0%	0%	#
Percentage of Tested Scoring 85–100	93%	51%	42%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	143	137	157	5	9	5
Number Scoring 55–100	123	111	145	4	4	4
Number Scoring 65–100	114	97	127	2	1	3
Number Scoring 85–100	38	37	25	1	1	0
Percentage of Tested Scoring 55–100	86%	81%	92%	80%	44%	80%
Percentage of Tested Scoring 65–100	80%	71%	81%	40%	11%	60%
Percentage of Tested Scoring 85–100	27%	27%	16%	20%	11%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	77	117	102	1	2	3
Number Scoring 55–100	70	98	69	#	#	#
Number Scoring 65–100	63	80	55	#	#	#
Number Scoring 85–100	35	25	20	#	#	#
Percentage of Tested Scoring 55–100	91%	84%	68%	#	#	#
Percentage of Tested Scoring 65–100	82%	68%	54%	#	#	#
Percentage of Tested Scoring 85–100	45%	21%	20%	#	#	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	57	98%	60	95%	52	92%
Students with Disabilities	5	100%	11	91%	16	63%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	118	3%	14%	69%	14%
	Students with Disabilities	14	7%	14%	71%	7%
	All Students	132	4%	14%	69%	14%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	113	3%	18%	73%	7%
	Students with Disabilities	12	17%	58%	25%	0%
	All Students	125	4%	22%	68%	6%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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	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

## 1999 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	134	134	134	11	11	11	145	145	145
Number Scoring 55–64	5	8	8	0	3	2	5	11	10
Number Scoring 65–84	68	85	84	5	3	4	73	88	88
Number Scoring 85–100	42	27	28	1	0	1	43	27	29
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)