

# New York State District Report Card Comprehensive Information Report

BEDS Code: 42-07-02-03-0000  
 Name: Solvay Union Free School District  
 Superintendent: Thomas G. Helmer

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	130	127	95
First	121	139	123
Second	131	116	133
Third	95	130	111
Fourth	137	98	120
Fifth	122	135	104
Sixth	154	121	135
Ungraded Elementary	0	0	0
Seventh	126	155	123
Eighth	127	126	151
Ninth	174	171	175
Tenth	200	166	166
Eleventh	157	172	147
Twelfth	132	153	164
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1806	1809	1747

## 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	20	1.1%	20	1.1%	18	1.0%
Black (Not Hispanic)	36	2.0%	32	1.8%	34	1.9%
Hispanic	17	0.9%	32	1.8%	37	2.1%
White (Not Hispanic)	1733	96.0%	1725	95.4%	1658	94.9%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	22	18	16
Common Branch	19	21	21
English Grade 8	16	16	18
Mathematics Grade 8	23	19	21
Science Grade 8	16	17	21
Social Studies Grade 8	24	25	21
English Grade 10	24	24	21
Mathematics Grade 10	20	0	15
Science Grade 10	24	24	21
Social Studies Grade 10	25	25	24

(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>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	88	4.9%	99	5.5%	76	4.4%
<b>Eligible for Free Lunch</b>	245	14.6%	342	20.3%	334	20.2%

**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%		94.4%		94.6%
<b>Student Suspensions</b>	104	5.8%	122	6.8%	110	6.1%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	5.9%	6.1%	7.6%
<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	141
Total Other Professional Staff	25
Total Paraprofessionals	51
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 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	108	75	69%	119	78	66%	131	85	65%
Students with Disabilities	8	3	38%	6	1	17%	9	1	11%
All Students	116	78	67%	125	79	63%	140	86	61%

\*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	69	57	4	0	2	8
Percent	49%	41%	3%	0%	1%	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)
9	1	8	17

\*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	11		17		11	1.9%
	Entered GED Program*	1		9		14	2.4%
	Total Noncompleters	12		26		25	4.3%
Students with Disabilities	Dropped Out	2		4		9	10.6%
	Entered GED Program*	0		2		2	2.4%
	Total Noncompleters	2		6		11	12.9%
All Students	Dropped Out	13	2.0%	21	3.2%	20	3.0%
	Entered GED Program*	1	0.2%	11	1.7%	16	2.4%
	Total Noncompleters	14	2.1%	32	4.8%	36	5.4%

\*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	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	109	115	121
	Number of Students with Disabilities	18	12	30
	Number of All Students	127	127	151
	Percent of Enrollment	31%	32%	37%
9-12	Number of General-Education Students	0	0	421
	Number of Students with Disabilities	0	0	73
	Number of All Students	0	0	494
	Percent of Enrollment	0%	0%	76%

## 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; completer 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	33	73%	30	97%	41	93%
German	0	0%	0	0%	0	0%
Italian	19	63%	30	100%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	69	75%	73	85%	72	83%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	4	#	4	#	8	88%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	2	#
Science	3	#	3	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	3	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	13	85%	3	#
Science	0	0%	8	38%	0	0%
Reading	1	#	2	#	1	#
Writing	0	0%	2	#	1	#
Global Studies	0	0%	7	29%	8	75%
U.S. Hist & Gov't	0	0%	2	#	3	#

(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	135	150	145	6	15	8
Number Scoring 55-100	129	146	143	5	12	8
Number Scoring 65-100	127	142	139	4	9	5
Number Scoring 85-100	79	72	94	0	2	0
Percentage of Tested Scoring 55-100	96%	97%	99%	83%	80%	100%
Percentage of Tested Scoring 65-100	94%	95%	96%	67%	60%	62%
Percentage of Tested Scoring 85-100	59%	48%	65%	0%	13%	0%
<b>Mathematics A</b>						
Number Tested	1	181	165	0	10	13
Number Scoring 55-100	#	166	162	0	3	12
Number Scoring 65-100	#	160	144	0	3	7
Number Scoring 85-100	#	88	35	0	0	0
Percentage of Tested Scoring 55-100	#	92%	98%	0%	30%	92%
Percentage of Tested Scoring 65-100	#	88%	87%	0%	30%	54%
Percentage of Tested Scoring 85-100	#	49%	21%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	0	112	0	0	0
Number Scoring 55-100	0	0	91	0	0	0
Number Scoring 65-100	0	0	61	0	0	0
Number Scoring 85-100	0	0	13	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	81%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	54%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	12%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	165	163	159	19	15	20
Number Scoring 55-100	151	145	145	14	8	12
Number Scoring 65-100	139	129	130	10	4	11
Number Scoring 85-100	41	40	41	0	0	3
Percentage of Tested Scoring 55-100	92%	89%	91%	74%	53%	60%
Percentage of Tested Scoring 65-100	84%	79%	82%	53%	27%	55%
Percentage of Tested Scoring 85-100	25%	25%	26%	0%	0%	15%
<b>U.S. History and Government</b>						
Number Tested	148	170	146	10	17	6
Number Scoring 55-100	135	161	141	9	12	5
Number Scoring 65-100	115	148	122	3	10	4
Number Scoring 85-100	26	49	54	0	1	1
Percentage of Tested Scoring 55-100	91%	95%	97%	90%	71%	83%
Percentage of Tested Scoring 65-100	78%	87%	84%	30%	59%	67%
Percentage of Tested Scoring 85-100	18%	29%	37%	0%	6%	17%

(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	134	150	160	7	13	30
Number Scoring 55-100	125	136	142	7	7	24
Number Scoring 65-100	122	126	133	6	5	21
Number Scoring 85-100	83	33	40	3	0	2
Percentage of Tested Scoring 55-100	93%	91%	89%	100%	54%	80%
Percentage of Tested Scoring 65-100	91%	84%	83%	86%	38%	70%
Percentage of Tested Scoring 85-100	62%	22%	25%	43%	0%	7%
<b>Physical Setting/Earth Science</b>						
Number Tested	194	168	175	17	15	7
Number Scoring 55-100	155	134	131	8	5	3
Number Scoring 65-100	130	113	102	4	5	1
Number Scoring 85-100	26	25	24	0	0	0
Percentage of Tested Scoring 55-100	80%	80%	75%	47%	33%	43%
Percentage of Tested Scoring 65-100	67%	67%	58%	24%	33%	14%
Percentage of Tested Scoring 85-100	13%	15%	14%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	85	119	110	1	1	0
Number Scoring 55-100	79	102	98	#	#	0
Number Scoring 65-100	59	72	74	#	#	0
Number Scoring 85-100	5	15	11	#	#	0
Percentage of Tested Scoring 55-100	93%	86%	89%	#	#	0%
Percentage of Tested Scoring 65-100	69%	61%	67%	#	#	0%
Percentage of Tested Scoring 85-100	6%	13%	10%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			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	11	10	9	0	0	0
Number Scoring 55-100	11	10	9	0	0	0
Number Scoring 65-100	11	10	9	0	0	0
Number Scoring 85-100	6	8	7	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	55%	80%	78%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	21	22	12	0	0	0
Number Scoring 55-100	18	21	12	0	0	0
Number Scoring 65-100	16	21	12	0	0	0
Number Scoring 85-100	9	9	5	0	0	0
Percentage of Tested Scoring 55-100	86%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	76%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	43%	41%	42%	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	55	59	47	0	2	1
Number Scoring 55-100	54	56	47	0	#	#
Number Scoring 65-100	54	56	47	0	#	#
Number Scoring 85-100	28	25	22	0	#	#
Percentage of Tested Scoring 55-100	98%	95%	100%	0%	#	#
Percentage of Tested Scoring 65-100	98%	95%	100%	0%	#	#
Percentage of Tested Scoring 85-100	51%	42%	47%	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	117	102	16	2	3	0
Number Scoring 55-100	98	69	10	#	#	0
Number Scoring 65-100	80	55	10	#	#	0
Number Scoring 85-100	25	20	0	#	#	0
Percentage of Tested Scoring 55-100	84%	68%	62%	#	#	0%
Percentage of Tested Scoring 65-100	68%	54%	62%	#	#	0%
Percentage of Tested Scoring 85-100	21%	20%	0%	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	60	95%	52	92%	29	97%
Students with Disabilities	11	91%	16	63%	5	80%

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	92	8%	5%	73%	14%
	Students with Disabilities	14	36%	7%	50%	7%
	All Students	106	11%	6%	70%	13%

## 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	127	2%	42%	46%	10%
	Students with Disabilities	18	0%	72%	28%	0%
	All Students	145	2%	46%	43%	9%

(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	135	135	135	17	17	17	152	152	152
Number Scoring 55–64	7	6	3	2	0	2	9	6	5
Number Scoring 65–84	82	77	58	5	6	5	87	83	63
Number Scoring 85–100	39	43	68	0	1	1	39	44	69
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			22			0
Beginning (0-18)			2			0
Intermediate (19-31)			8			0
Advanced (32-36)			3			0
Proficient (37-39)			9			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			22			0
Beginning (0-14)			2			0
Intermediate (15-24)			8			0
Advanced (25-32)			5			0
Proficient (33-35)			7			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			21			0
Beginning (0-18)			0			0
Intermediate (19-31)			5			0
Advanced (32-36)			4			0
Proficient (37-39)			12			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			22			0
Beginning (0-14)			2			0
Intermediate (15-24)			8			0
Advanced (25-32)			9			0
Proficient (33-35)			3			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			5			0
Beginning (0-18)			1			0
Intermediate (19-31)			0			0
Advanced (32-36)			2			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			5			0
Beginning (0-14)			2			0
Intermediate (15-24)			1			0
Advanced (25-32)			2			0
Proficient (33-35)			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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			9			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			3			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			9			0
Beginning (0-14)			0			0
Intermediate (15-24)			2			0
Advanced (25-32)			5			0
Proficient (33-35)			2			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			17			0
Beginning (0-18)			5			0
Intermediate (19-31)			2			0
Advanced (32-36)			3			0
Proficient (37-39)			7			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			17			0
Beginning (0-14)			3			0
Intermediate (15-24)			6			0
Advanced (25-32)			6			0
Proficient (33-35)			2			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)