

New York State District Report Card Comprehensive Information Report

BEDS Code: 53-03-01-06-0000
 Name: Niskayuna Central School District
 Superintendent: Kevin S. Baughman

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	225	244	272
First	291	269	273
Second	303	306	280
Third	283	322	313
Fourth	308	296	336
Fifth	324	320	308
Sixth	347	329	339
Ungraded Elementary	0	17	6
Seventh	341	359	340
Eighth	390	343	372
Ninth	359	401	361
Tenth	354	346	389
Eleventh	338	338	337
Twelfth	316	332	332
Ungraded Secondary	0	2	0
Total K-12 Enrollment	4179	4224	4258

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	245	5.9%	284	6.7%	286	6.7%
Black (Not Hispanic)	73	1.7%	80	1.9%	95	2.2%
Hispanic	34	0.8%	41	1.0%	40	0.9%
White (Not Hispanic)	3827	91.6%	3819	90.4%	3837	90.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	20	21
Common Branch	22	22	23
English Grade 8	21	24	24
Mathematics Grade 8	21	23	23
Science Grade 8	22	23	24
Social Studies Grade 8	23	24	24
English Grade 10	21	23	24
Mathematics Grade 10	21	21	21
Science Grade 10	25	22	26
Social Studies Grade 10	24	21	24

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	36	0.9%	24	0.6%	33	0.8%
Eligible for Free Lunch	59	1.5%	113	2.8%	98	2.5%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.1%		95.6%		95.8%
Student Suspensions	191	4.6%	367	8.8%	195	4.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.9%	1.4%	1.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	320
Total Other Professional Staff	54
Total Paraprofessionals	136
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	276	243	88%	282	242	86%	297	255	86%
Students with Disabilities	4	3	75%	30	6	20%	23	11	48%
All Students	280	246	88%	312	248	79%	320	266	83%

*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	240	55	0	3	9	13
Percent	75%	17%	0%	1%	3%	4%

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)
23	11	5	28

*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	19		2		14	1.1%
	Entered GED Program*	11		5		1	0.1%
	Total Noncompleters	30		7		15	1.2%
Students with Disabilities	Dropped Out	0		0		7	3.9%
	Entered GED Program*	1		3		1	0.6%
	Total Noncompleters	1		3		8	4.4%
All Students	Dropped Out	19	1.4%	2	0.1%	21	1.4%
	Entered GED Program*	12	0.9%	8	0.6%	2	0.1%
	Total Noncompleters	31	2.3%	10	0.7%	23	1.6%

*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	367	337	318
	Number of Students with Disabilities	22	29	21
	Number of All Students	389	366	339
	Percent of Enrollment	36%	35%	32%
9-12	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%

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; completion 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	131	91%	87	95%	117	91%
German	35	89%	27	93%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	228	88%	176	100%	210	96%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	6	50%	7	86%
German	0	0%	3	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	16	88%	14	100%

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%	1	#	0	0%
Science	0	0%	0	0%	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	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	20	95%	7	100%
Science	0	0%	2	#	3	#
Reading	0	0%	4	#	9	11%
Writing	0	0%	4	#	8	88%
Global Studies	0	0%	9	78%	11	27%
U.S. Hist & Gov't	0	0%	7	71%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	324	337	343	6	30	39
Number Scoring 55-100	320	325	334	5	23	31
Number Scoring 65-100	310	312	328	5	17	29
Number Scoring 85-100	208	162	179	1	1	3
Percentage of Tested Scoring 55-100	99%	96%	97%	83%	77%	79%
Percentage of Tested Scoring 65-100	96%	93%	96%	83%	57%	74%
Percentage of Tested Scoring 85-100	64%	48%	52%	17%	3%	8%
Mathematics A						
Number Tested	346	440	390	2	53	45
Number Scoring 55-100	321	418	386	#	47	42
Number Scoring 65-100	295	374	374	#	39	33
Number Scoring 85-100	172	199	256	#	10	9
Percentage of Tested Scoring 55-100	93%	95%	99%	#	89%	93%
Percentage of Tested Scoring 65-100	85%	85%	96%	#	74%	73%
Percentage of Tested Scoring 85-100	50%	45%	66%	#	19%	20%
Mathematics B						
Number Tested	168	293	331	0	5	13
Number Scoring 55-100	165	246	292	0	3	9
Number Scoring 65-100	158	214	258	0	1	6
Number Scoring 85-100	71	82	108	0	0	1
Percentage of Tested Scoring 55-100	98%	84%	88%	0%	60%	69%
Percentage of Tested Scoring 65-100	94%	73%	78%	0%	20%	46%
Percentage of Tested Scoring 85-100	42%	28%	33%	0%	0%	8%
Global History and Geography						
Number Tested	349	361	395	1	40	43
Number Scoring 55-100	347	349	377	#	35	33
Number Scoring 65-100	334	331	359	#	31	25
Number Scoring 85-100	153	187	226	#	3	6
Percentage of Tested Scoring 55-100	99%	97%	95%	#	88%	77%
Percentage of Tested Scoring 65-100	96%	92%	91%	#	78%	58%
Percentage of Tested Scoring 85-100	44%	52%	57%	#	7%	14%
U.S. History and Government						
Number Tested	324	354	335	6	35	37
Number Scoring 55-100	320	350	326	6	33	34
Number Scoring 65-100	312	342	315	6	31	28
Number Scoring 85-100	166	206	205	1	10	8
Percentage of Tested Scoring 55-100	99%	99%	97%	100%	94%	92%
Percentage of Tested Scoring 65-100	96%	97%	94%	100%	89%	76%
Percentage of Tested Scoring 85-100	51%	58%	61%	17%	29%	22%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	330	352	356	0	30	35
Number Scoring 55-100	330	351	356	0	29	35
Number Scoring 65-100	326	346	347	0	26	31
Number Scoring 85-100	158	187	164	0	7	6
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	97%	100%
Percentage of Tested Scoring 65-100	99%	98%	97%	0%	87%	89%
Percentage of Tested Scoring 85-100	48%	53%	46%	0%	23%	17%
Physical Setting/Earth Science						
Number Tested	294	345	333	0	40	32
Number Scoring 55-100	288	320	323	0	30	29
Number Scoring 65-100	282	289	290	0	23	21
Number Scoring 85-100	111	120	130	0	5	6
Percentage of Tested Scoring 55-100	98%	93%	97%	0%	75%	91%
Percentage of Tested Scoring 65-100	96%	84%	87%	0%	57%	66%
Percentage of Tested Scoring 85-100	38%	35%	39%	0%	12%	19%
Physical Setting/Chemistry						
Number Tested	289	331	346	1	14	19
Number Scoring 55-100	277	311	338	#	9	18
Number Scoring 65-100	231	240	289	#	6	13
Number Scoring 85-100	50	70	78	#	0	0
Percentage of Tested Scoring 55-100	96%	94%	98%	#	64%	95%
Percentage of Tested Scoring 65-100	80%	73%	84%	#	43%	68%
Percentage of Tested Scoring 85-100	17%	21%	23%	#	0%	0%
Physical Setting/Physics						
Number Tested			153			0
Number Scoring 55-100			141			0
Number Scoring 65-100			115			0
Number Scoring 85-100			45			0
Percentage of Tested Scoring 55-100			92%			0%
Percentage of Tested Scoring 65-100			75%			0%
Percentage of Tested Scoring 85-100			29%			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
Comprehensive French						
Number Tested	69	76	73	0	1	0
Number Scoring 55-100	69	76	73	0	#	0
Number Scoring 65-100	68	76	73	0	#	0
Number Scoring 85-100	45	62	64	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	99%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	65%	82%	88%	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	43	26	23	1	1	0
Number Scoring 55-100	43	26	23	#	#	0
Number Scoring 65-100	43	26	23	#	#	0
Number Scoring 85-100	31	20	19	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 85-100	72%	77%	83%	#	#	0%
Comprehensive Hebrew						
Number Tested	1	0	0	0	0	0
Number Scoring 55-100	#	0	0	0	0	0
Number Scoring 65-100	#	0	0	0	0	0
Number Scoring 85-100	#	0	0	0	0	0
Percentage of Tested Scoring 55-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	152	154	146	0	4	4
Number Scoring 55-100	152	153	145	0	#	#
Number Scoring 65-100	152	153	144	0	#	#
Number Scoring 85-100	128	121	120	0	#	#
Percentage of Tested Scoring 55-100	100%	99%	99%	0%	#	#
Percentage of Tested Scoring 65-100	100%	99%	99%	0%	#	#
Percentage of Tested Scoring 85-100	84%	79%	82%	0%	#	#
Comprehensive Latin						
Number Tested	24	15	36	0	0	0
Number Scoring 55-100	24	15	36	0	0	0
Number Scoring 65-100	24	15	36	0	0	0
Number Scoring 85-100	22	13	29	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	92%	87%	81%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	82	0	0	0	0	0
Number Scoring 55-100	81	0	0	0	0	0
Number Scoring 65-100	79	0	0	0	0	0
Number Scoring 85-100	8	0	0	0	0	0
Percentage of Tested Scoring 55-100	99%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	96%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	10%	0%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	42	98%	52	94%	71	100%
Students with Disabilities	2	#	19	84%	17	94%

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
Nov 2003	General-Education Students	270	1%	0%	45%	54%
	Students with Disabilities	34	9%	15%	74%	3%
	All Students	304	2%	2%	48%	48%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	335	1%	21%	57%	21%
	Students with Disabilities	32	6%	53%	41%	0%
	All Students	367	1%	24%	56%	19%

(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
Elementary Level						
Social Studies	1	0	#	#	#	#
Middle Level						
Social Studies	0	1	0	0	0	0
Secondary Level						
English Language Arts	4	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	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	309	309	309	32	32	32	341	341	341
Number Scoring 55–64	5	2	1	4	1	1	9	3	2
Number Scoring 65–84	155	109	132	16	15	18	171	124	150
Number Scoring 85–100	135	189	168	4	8	7	139	197	175
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
Listening and Speaking (Grade K-1)						
Number Tested			12			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			6			0
Proficient (37-39)			5			0
Reading and Writing (Grade K-1)						
Number Tested			13			0
Beginning (0-14)			1			0
Intermediate (15-24)			4			0
Advanced (25-32)			6			0
Proficient (33-35)			2			0
Listening and Speaking (Grade 2-4)						
Number Tested			5			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			1			#
Proficient (37-39)			4			#
Reading and Writing (Grade 2-4)						
Number Tested			5			1
Beginning (0-14)			0			#
Intermediate (15-24)			0			#
Advanced (25-32)			3			#
Proficient (33-35)			2			#
Listening and Speaking (Grade 5-6)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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
Listening and Speaking (Grade 7-8)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			8			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			2			#
Proficient (37-39)			6			#
Reading and Writing (Grade 9-12)						
Number Tested			8			1
Beginning (0-14)			0			#
Intermediate (15-24)			1			#
Advanced (25-32)			3			#
Proficient (33-35)			4			#

*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)