

New York State District Report Card Comprehensive Information Report

BEDS Code: 01-06-01-06-0000

Name: South Colonie Central School District

Superintendent: Thomas Brown

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	49
Kindergarten	375	376	324
First	397	385	405
Second	394	405	394
Third	427	415	390
Fourth	460	436	421
Fifth	497	470	441
Sixth	447	506	482
Ungraded Elementary	4	0	3
Seventh	456	477	532
Eighth	459	457	461
Ninth	484	502	484
Tenth	501	469	504
Eleventh	460	473	445
Twelfth	435	427	452
Ungraded Secondary	0	8	1
Total K-12 Enrollment	5796	5806	5739

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	216	3.7%	229	3.9%	236	4.1%
Black (Not Hispanic)	297	5.1%	296	5.1%	330	5.8%
Hispanic	83	1.4%	92	1.6%	91	1.6%
White (Not Hispanic)	5200	89.7%	5189	89.4%	5082	88.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	19	16
Common Branch	21	21	21
English Grade 8	19	20	19
Mathematics Grade 8	23	23	21
Science Grade 8	23	23	22
Social Studies Grade 8	22	21	22
English Grade 10	24	26	23
Mathematics Grade 10	22	23	21
Science Grade 10	23	22	23
Social Studies Grade 10	23	26	22

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	29	0.5%	34	0.6%	39	0.7%
Eligible for Free Lunch	479	8.8%	416	7.7%	456	8.4%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.5%		95.5%		94.2%
Student Suspensions	272	4.7%	266	4.6%	230	4.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.1%	4.1%	4.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	458
Total Other Professional Staff	75
Total Paraprofessionals	212
Teaching Out of Certification*	4
Teachers with Temporary Licenses	2

*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	369	286	78%	356	303	85%	376	325	86%
Students with Disabilities	31	3	10%	33	8	24%	39	16	41%
All Students	400	289	72%	389	311	80%	415	341	82%

*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	198	163	5	11	26	12
Percent	48%	39%	1%	3%	6%	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)
39	16	12	51

*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		22	
	Entered GED Program*			14		12	
	Total Noncompleters			25		34	
Students with Disabilities	Dropped Out			2		12	
	Entered GED Program*			2		3	
	Total Noncompleters			4		15	
All Students	Dropped Out	50	2.7%	13	0.7%	34	1.8%
	Entered GED Program*	4	0.2%	16	0.9%	15	0.8%
	Total Noncompleters	54	2.9%	29	1.5%	49	2.6%

*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		419	473
	Number of Students with Disabilities		70	34
	Number of All Students		489	507
	Percent of Enrollment		34%	34%
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	83	100%	85	98%	79	99%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	305	95%	282	98%	311	99%

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	0	0%	7	57%	10	100%

(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%	3	#	6	83%
Science	28	89%	8	88%	2	#
Reading	0	0%	3	#	1	#
Writing	0	0%	3	#	2	#
Global Studies	0	0%	3	#	3	#
U.S. Hist & Gov't	18	50%	8	38%	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	17%	44	61%	61	84%
Science	41	59%	22	55%	31	42%
Reading	7	100%	21	86%	20	80%
Writing	17	82%	22	91%	14	93%
Global Studies	40	47%	25	68%	42	43%
U.S. Hist & Gov't	17	59%	29	72%	31	71%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	453	433	423	40	37	37
Number Scoring 55–100	443	425	412	35	33	31
Number Scoring 65–100	430	413	400	32	28	26
Number Scoring 85–100	93	207	220	1	6	3
Percentage of Tested Scoring 55–100	98%	98%	97%	88%	89%	84%
Percentage of Tested Scoring 65–100	95%	95%	95%	80%	76%	70%
Percentage of Tested Scoring 85–100	21%	48%	52%	3%	16%	8%
Mathematics A						
Number Tested	0	465	567	0	48	65
Number Scoring 55–100	0	342	484	0	11	44
Number Scoring 65–100	0	293	423	0	5	33
Number Scoring 85–100	0	104	57	0	0	6
Percentage of Tested Scoring 55–100	0%	74%	85%	0%	23%	68%
Percentage of Tested Scoring 65–100	0%	63%	75%	0%	10%	51%
Percentage of Tested Scoring 85–100	0%	22%	10%	0%	0%	9%
Mathematics B (first administered June 2001)						
Number Tested	0	0	204	0	0	0
Number Scoring 55–100	0	0	190	0	0	0
Number Scoring 65–100	0	0	157	0	0	0
Number Scoring 85–100	0	0	28	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	77%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	14%	0%	0%	0%
Global History and Geography						
Number Tested	473	454	489	46	44	46
Number Scoring 55–100	466	438	446	42	39	34
Number Scoring 65–100	440	402	406	34	29	21
Number Scoring 85–100	180	137	150	1	0	0
Percentage of Tested Scoring 55–100	99%	96%	91%	91%	89%	74%
Percentage of Tested Scoring 65–100	93%	89%	83%	74%	66%	46%
Percentage of Tested Scoring 85–100	38%	30%	31%	2%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	404	459	466	27	40	39
Number Scoring 55–100	374	432	457	22	33	35
Number Scoring 65–100	357	403	437	18	22	24
Number Scoring 85–100	192	130	203	3	1	3
Percentage of Tested Scoring 55–100	93%	94%	98%	81%	82%	90%
Percentage of Tested Scoring 65–100	88%	88%	94%	67%	55%	62%
Percentage of Tested Scoring 85–100	48%	28%	44%	11%	3%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	438	503	458	14	50	43
Number Scoring 55–100	432	500	444	14	48	35
Number Scoring 65–100	410	488	416	11	46	24
Number Scoring 85–100	114	186	150	0	4	3
Percentage of Tested Scoring 55–100	99%	99%	97%	100%	96%	81%
Percentage of Tested Scoring 65–100	94%	97%	91%	79%	92%	56%
Percentage of Tested Scoring 85–100	26%	37%	33%	0%	8%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	97	92	113	0	0	0
Number Scoring 55–100	97	92	113	0	0	0
Number Scoring 65–100	97	92	113	0	0	0
Number Scoring 85–100	72	72	96	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	74%	78%	85%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		391	537		19	41
Number Scoring 55–100		356	473		13	27
Number Scoring 65–100		282	366		5	12
Number Scoring 85–100		42	45		0	0
Percentage of Tested Scoring 55–100		91%	88%		68%	66%
Percentage of Tested Scoring 65–100		72%	68%		26%	29%
Percentage of Tested Scoring 85–100		11%	8%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	83	80	66	2	0	0
Number Scoring 55–100	82	80	66	#	0	0
Number Scoring 65–100	78	80	65	#	0	0
Number Scoring 85–100	53	48	49	#	0	0
Percentage of Tested Scoring 55–100	99%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	94%	100%	98%	#	0%	0%
Percentage of Tested Scoring 85–100	64%	60%	74%	#	0%	0%
Comprehensive Italian						
Number Tested	0	0	5	0	0	0
Number Scoring 55–100	0	0	5	0	0	0
Number Scoring 65–100	0	0	5	0	0	0
Number Scoring 85–100	0	0	4	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	80%	0%	0%	0%
Comprehensive German						
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 Hebrew						
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 Spanish						
Number Tested	274	274	270	7	5	1
Number Scoring 55–100	272	274	270	6	5	#
Number Scoring 65–100	271	273	270	6	5	#
Number Scoring 85–100	199	191	207	4	1	#
Percentage of Tested Scoring 55–100	99%	100%	100%	86%	100%	#
Percentage of Tested Scoring 65–100	99%	100%	100%	86%	100%	#
Percentage of Tested Scoring 85–100	73%	70%	77%	57%	20%	#
Comprehensive Latin						
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
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	484	147	31	31	18	5
Number Scoring 55–100	427	111	25	23	12	4
Number Scoring 65–100	385	84	21	19	3	3
Number Scoring 85–100	171	7	4	4	1	1
Percentage of Tested Scoring 55–100	88%	76%	81%	74%	67%	80%
Percentage of Tested Scoring 65–100	80%	57%	68%	61%	17%	60%
Percentage of Tested Scoring 85–100	35%	5%	13%	13%	6%	20%
Sequential Mathematics, Course III						
Number Tested	246	265	53	6	2	1
Number Scoring 55–100	225	257	44	3	#	#
Number Scoring 65–100	210	243	39	3	#	#
Number Scoring 85–100	127	139	6	2	#	#
Percentage of Tested Scoring 55–100	91%	97%	83%	50%	#	#
Percentage of Tested Scoring 65–100	85%	92%	74%	50%	#	#
Percentage of Tested Scoring 85–100	52%	52%	11%	33%	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	2	#	0	0%

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
Nov 2002	General-Education Students	388	1%	11%	76%	13%
	Students with Disabilities	44	41%	32%	27%	0%
	All Students	432	5%	13%	71%	12%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	415	0%	13%	67%	20%
	Students with Disabilities	48	0%	56%	42%	2%
	All Students	463	0%	17%	64%	19%

(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
Elementary Level						
Social Studies	1	0	#	#	#	#
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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	400	400	400	62	62	62	462	462	462
Number Scoring 55–64	2	0	2	5	7	2	7	7	4
Number Scoring 65–84	202	243	223	28	20	31	230	263	254
Number Scoring 85–100	175	133	162	1	1	1	176	134	163
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)