

New York State School Report Card Comprehensive Information Report

BEDS Code: 53-05-01-06-0006

Grade Range : 9-12

Name: Schalmont High School

Principal: Terence Nash

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	230	204	226
Tenth	179	228	174
Eleventh	177	178	195
Twelfth	158	183	177
Ungraded Secondary	0	0	4
Total K-12 Enrollment	744	793	776

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	6	0.8%	4	0.5%	1	0.1%
Black (Not Hispanic)	5	0.7%	7	0.9%	7	0.9%
Hispanic	2	0.3%	3	0.4%	1	0.1%
White (Not Hispanic)	731	98.3%	779	98.2%	767	98.8%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	26	24	25
Mathematics Grade 10	26	26	22
Science Grade 10	21	23	25
Social Studies Grade 10	26	25	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
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	62	8.3%	34	4.3%	28	3.6%

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		92.4%		94.5%		91.7%
Student Suspensions	83	11.4%	75	10.1%	95	12.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.0%	1.9%	2.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	94%	99%

Staff Counts

Staff	2002–2003
Total Teachers	60
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	6
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	131	75	57%	145	98	68%	134	81	60%
Students with Disabilities	12	1	8%	16	1	6%	24	1	4%
All Students	143	76	53%	161	99	61%	158	82	52%

*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	72	65	5	4	12	0
Percent	46%	41%	3%	3%	8%	0%

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)
24	1	2	26

*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			9		1	
	Entered GED Program*			0		0	
	Total Noncompleters			9		1	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		1	
	Total Noncompleters			0		1	
All Students	Dropped Out	18	2.4%	9	1.1%	1	0.1%
	Entered GED Program*	5	0.7%	0	0.0%	1	0.1%
	Total Noncompleters	23	3.1%	9	1.1%	2	0.3%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		230	230
	Number of Students with Disabilities		20	20
	Number of All Students		250	250
	Percent of Enrollment		32%	32%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	5	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	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	0	0%	0	0%	0	0%

(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	#	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	4	#
Writing	0	0%	0	0%	4	#
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	37	76%	47	81%	5	60%
Science	19	16%	11	18%	3	#
Reading	0	0%	0	0%	13	77%
Writing	0	0%	0	0%	11	91%
Global Studies	5	40%	19	68%	9	78%
U.S. Hist & Gov't	8	75%	12	92%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	186	162	207	27	25	34
Number Scoring 55–100	184	153	198	26	19	27
Number Scoring 65–100	166	143	189	18	11	22
Number Scoring 85–100	66	65	116	0	2	2
Percentage of Tested Scoring 55–100	99%	94%	96%	96%	76%	79%
Percentage of Tested Scoring 65–100	89%	88%	91%	67%	44%	65%
Percentage of Tested Scoring 85–100	35%	40%	56%	0%	8%	6%
Mathematics A						
Number Tested	120	234	223	45	36	35
Number Scoring 55–100	56	198	196	15	21	26
Number Scoring 65–100	24	154	168	6	9	21
Number Scoring 85–100	2	55	66	0	1	10
Percentage of Tested Scoring 55–100	47%	85%	88%	33%	58%	74%
Percentage of Tested Scoring 65–100	20%	66%	75%	13%	25%	60%
Percentage of Tested Scoring 85–100	2%	24%	30%	0%	3%	29%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	198	201	205	34	38	38
Number Scoring 55–100	183	191	186	28	30	24
Number Scoring 65–100	163	172	156	19	19	17
Number Scoring 85–100	58	54	49	1	0	3
Percentage of Tested Scoring 55–100	92%	95%	91%	82%	79%	63%
Percentage of Tested Scoring 65–100	82%	86%	76%	56%	50%	45%
Percentage of Tested Scoring 85–100	29%	27%	24%	3%	0%	8%
U.S. History and Government (first administered June 2001)						
Number Tested	177	168	208	25	25	30
Number Scoring 55–100	153	155	196	18	16	23
Number Scoring 65–100	134	130	176	12	10	13
Number Scoring 85–100	66	43	97	1	0	1
Percentage of Tested Scoring 55–100	86%	92%	94%	72%	64%	77%
Percentage of Tested Scoring 65–100	76%	77%	85%	48%	40%	43%
Percentage of Tested Scoring 85–100	37%	26%	47%	4%	0%	3%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	171	189	171	33	26	27
Number Scoring 55–100	170	187	166	32	24	24
Number Scoring 65–100	160	178	160	26	17	22
Number Scoring 85–100	58	92	66	0	3	2
Percentage of Tested Scoring 55–100	99%	99%	97%	97%	92%	89%
Percentage of Tested Scoring 65–100	94%	94%	94%	79%	65%	81%
Percentage of Tested Scoring 85–100	34%	49%	39%	0%	12%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	210	183	207	35	34	36
Number Scoring 55–100	192	172	186	22	30	27
Number Scoring 65–100	170	163	167	15	26	24
Number Scoring 85–100	82	67	65	1	2	1
Percentage of Tested Scoring 55–100	91%	94%	90%	63%	88%	75%
Percentage of Tested Scoring 65–100	81%	89%	81%	43%	76%	67%
Percentage of Tested Scoring 85–100	39%	37%	31%	3%	6%	3%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		104	147		3	3
Number Scoring 55–100		97	137		#	#
Number Scoring 65–100		78	104		#	#
Number Scoring 85–100		15	12		#	#
Percentage of Tested Scoring 55–100		93%	93%		#	#
Percentage of Tested Scoring 65–100		75%	71%		#	#
Percentage of Tested Scoring 85–100		14%	8%		#	#
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	25	24	25	0	0	0
Number Scoring 55–100	25	24	25	0	0	0
Number Scoring 65–100	25	23	25	0	0	0
Number Scoring 85–100	14	13	17	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	54%	68%	0%	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	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	56	58	92	2	1	1
Number Scoring 55–100	56	58	92	#	#	#
Number Scoring 65–100	56	57	91	#	#	#
Number Scoring 85–100	48	48	64	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	98%	99%	#	#	#
Percentage of Tested Scoring 85–100	86%	83%	70%	#	#	#
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	133	0	0	1	0	0
Number Scoring 55–100	124	0	0	#	0	0
Number Scoring 65–100	112	0	0	#	0	0
Number Scoring 85–100	68	0	0	#	0	0
Percentage of Tested Scoring 55–100	93%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	84%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	51%	0%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	124	104	147	3	0	6
Number Scoring 55–100	114	96	113	#	0	1
Number Scoring 65–100	106	91	107	#	0	1
Number Scoring 85–100	69	56	55	#	0	0
Percentage of Tested Scoring 55–100	92%	92%	77%	#	0%	17%
Percentage of Tested Scoring 65–100	85%	88%	73%	#	0%	17%
Percentage of Tested Scoring 85–100	56%	54%	37%	#	0%	0%

(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%	40	98%	23	87%
Students with Disabilities	3	#	19	100%	18	50%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	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	182	182	182	31	31	31	213	213	213
Number Scoring 55–64	6	14	4	6	6	4	12	20	8
Number Scoring 65–84	86	86	64	17	11	22	103	97	86
Number Scoring 85–100	57	44	82	0	0	1	57	44	83
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)