

New York State School Report Card Comprehensive Information Report

BEDS Code: 53-05-01-06-0006
 Name: Schalmont High School
 Principal: Terence Nash

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	204	226	221
Tenth	228	174	199
Eleventh	178	195	164
Twelfth	183	177	205
Ungraded Secondary	0	4	0
Total K-12 Enrollment	793	776	789

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	4	0.5%	1	0.1%	1	0.1%
Black (Not Hispanic)	7	0.9%	7	0.9%	10	1.3%
Hispanic	3	0.4%	1	0.1%	3	0.4%
White (Not Hispanic)	779	98.2%	767	98.8%	775	98.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	24	25	24
Mathematics Grade 10	26	22	25
Science Grade 10	23	25	22
Social Studies Grade 10	25	22	25

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	34	4.3%	28	3.6%	39	4.9%

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		94.5%		93.7%		92.3%
Student Suspensions	75	10.1%	95	12.0%	107	13.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	1.9%	2.3%	1.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	94%	99%	98%

Staff Counts

Staff	2003-04
Total Teachers	54
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	4

*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	145	98	68%	134	81	60%	154	107	69%
Students with Disabilities	16	1	6%	24	1	4%	34	2	6%
All Students	161	99	61%	158	82	52%	188	109	58%

*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	85	85	4	1	12	1
Percent	45%	45%	2%	1%	6%	1%

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)
34	2	3	37

*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	9		1		14	2.2%
	Entered GED Program*	0		0		4	0.6%
	Total Noncompleters	9		1		18	2.8%
Students with Disabilities	Dropped Out	0		0		6	4.1%
	Entered GED Program*	0		1		7	4.7%
	Total Noncompleters	0		1		13	8.8%
All Students	Dropped Out	9	1.1%	1	0.1%	20	2.5%
	Entered GED Program*	0	0.0%	1	0.1%	11	1.4%
	Total Noncompleters	9	1.1%	2	0.3%	31	3.9%

*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	230	230	645
	Number of Students with Disabilities	20	20	144
	Number of All Students	250	250	789
	Percent of Enrollment	32%	32%	100%

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	0	0%	5	100%	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%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	6	100%
Science	1	#	0	0%	2	#
Reading	0	0%	4	#	2	#
Writing	0	0%	4	#	2	#
Global Studies	1	#	2	#	3	#
U.S. Hist & Gov't	0	0%	0	0%	4	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	47	81%	5	60%	29	72%
Science	11	18%	3	#	10	70%
Reading	0	0%	13	77%	11	73%
Writing	0	0%	11	91%	10	100%
Global Studies	19	68%	9	78%	17	41%
U.S. Hist & Gov't	12	92%	2	#	14	57%

(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	162	207	166	25	34	27
Number Scoring 55-100	153	198	158	19	27	20
Number Scoring 65-100	143	189	152	11	22	16
Number Scoring 85-100	65	116	100	2	2	2
Percentage of Tested Scoring 55-100	94%	96%	95%	76%	79%	74%
Percentage of Tested Scoring 65-100	88%	91%	92%	44%	65%	59%
Percentage of Tested Scoring 85-100	40%	56%	60%	8%	6%	7%
Mathematics A						
Number Tested	234	223	228	36	35	45
Number Scoring 55-100	198	196	217	21	26	40
Number Scoring 65-100	154	168	201	9	21	33
Number Scoring 85-100	55	66	80	1	10	6
Percentage of Tested Scoring 55-100	85%	88%	95%	58%	74%	89%
Percentage of Tested Scoring 65-100	66%	75%	88%	25%	60%	73%
Percentage of Tested Scoring 85-100	24%	30%	35%	3%	29%	13%
Mathematics B						
Number Tested	0	0	3	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%
Global History and Geography						
Number Tested	201	205	204	38	38	36
Number Scoring 55-100	191	186	182	30	24	23
Number Scoring 65-100	172	156	167	19	17	16
Number Scoring 85-100	54	49	61	0	3	4
Percentage of Tested Scoring 55-100	95%	91%	89%	79%	63%	64%
Percentage of Tested Scoring 65-100	86%	76%	82%	50%	45%	44%
Percentage of Tested Scoring 85-100	27%	24%	30%	0%	8%	11%
U.S. History and Government						
Number Tested	168	208	162	25	30	24
Number Scoring 55-100	155	196	145	16	23	19
Number Scoring 65-100	130	176	130	10	13	13
Number Scoring 85-100	43	97	70	0	1	4
Percentage of Tested Scoring 55-100	92%	94%	90%	64%	77%	79%
Percentage of Tested Scoring 65-100	77%	85%	80%	40%	43%	54%
Percentage of Tested Scoring 85-100	26%	47%	43%	0%	3%	17%

(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	189	171	183	26	27	32
Number Scoring 55-100	187	166	180	24	24	30
Number Scoring 65-100	178	160	169	17	22	22
Number Scoring 85-100	92	66	69	3	2	2
Percentage of Tested Scoring 55-100	99%	97%	98%	92%	89%	94%
Percentage of Tested Scoring 65-100	94%	94%	92%	65%	81%	69%
Percentage of Tested Scoring 85-100	49%	39%	38%	12%	7%	6%
Physical Setting/Earth Science						
Number Tested	183	207	194	34	36	23
Number Scoring 55-100	172	186	165	30	27	16
Number Scoring 65-100	163	167	136	26	24	13
Number Scoring 85-100	67	65	44	2	1	3
Percentage of Tested Scoring 55-100	94%	90%	85%	88%	75%	70%
Percentage of Tested Scoring 65-100	89%	81%	70%	76%	67%	57%
Percentage of Tested Scoring 85-100	37%	31%	23%	6%	3%	13%
Physical Setting/Chemistry						
Number Tested	104	147	117	3	3	2
Number Scoring 55-100	97	137	112	#	#	#
Number Scoring 65-100	78	104	92	#	#	#
Number Scoring 85-100	15	12	17	#	#	#
Percentage of Tested Scoring 55-100	93%	93%	96%	#	#	#
Percentage of Tested Scoring 65-100	75%	71%	79%	#	#	#
Percentage of Tested Scoring 85-100	14%	8%	15%	#	#	#
Physical Setting/Physics						
Number Tested			51			0
Number Scoring 55-100			46			0
Number Scoring 65-100			35			0
Number Scoring 85-100			7			0
Percentage of Tested Scoring 55-100			90%			0%
Percentage of Tested Scoring 65-100			69%			0%
Percentage of Tested Scoring 85-100			14%			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	24	25	27	0	0	1
Number Scoring 55-100	24	25	27	0	0	#
Number Scoring 65-100	23	25	27	0	0	#
Number Scoring 85-100	13	17	20	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	96%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	54%	68%	74%	0%	0%	#
Comprehensive Italian						
Number Tested	0	0	1	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 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	58	92	57	1	1	0
Number Scoring 55-100	58	92	57	#	#	0
Number Scoring 65-100	57	91	57	#	#	0
Number Scoring 85-100	48	64	27	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	98%	99%	100%	#	#	0%
Percentage of Tested Scoring 85-100	83%	70%	47%	#	#	0%
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	104	147	3	0	6	0
Number Scoring 55-100	96	113	#	0	1	0
Number Scoring 65-100	91	107	#	0	1	0
Number Scoring 85-100	56	55	#	0	0	0
Percentage of Tested Scoring 55-100	92%	77%	#	0%	17%	0%
Percentage of Tested Scoring 65-100	88%	73%	#	0%	17%	0%
Percentage of Tested Scoring 85-100	54%	37%	#	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	40	98%	23	87%	18	94%
Students with Disabilities	19	100%	18	50%	11	91%

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	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	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

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	159	159	159	38	38	38	197	197	197
Number Scoring 55–64	3	5	1	10	12	5	13	17	6
Number Scoring 65–84	100	55	61	15	12	23	115	67	84
Number Scoring 85–100	55	96	96	1	1	3	56	97	99
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 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			2			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 - L)