

# New York State School Report Card Comprehensive Information Report

BEDS Code: 24-10-01-06-0003  
 Name: Dansville Senior High School  
 Principal: Dale Johnson

Grade Range : 9-12

## 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	159	153	156
Tenth	160	141	146
Eleventh	143	151	134
Twelfth	127	135	143
Ungraded Secondary	0	0	0
Total K-12 Enrollment	589	580	579

## 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	8	1.4%	7	1.2%	7	1.2%
Black (Not Hispanic)	8	1.4%	10	1.7%	5	0.9%
Hispanic	7	1.2%	6	1.0%	4	0.7%
White (Not Hispanic)	566	96.1%	557	96.0%	563	97.2%

## 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	20	18	21
Mathematics Grade 10	20	17	15
Science Grade 10	20	17	18
Social Studies Grade 10	20	24	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
50	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 middle 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	3	0.5%	3	0.5%	1	0.2%
Eligible for Free Lunch	72	12.2%	82	14.1%	76	13.1%

### 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		90.3%		92.6%		93.2%
Student Suspensions	66	10.3%	19	3.2%	26	4.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.1%	4.7%	6.9%
Public Assistance	11-20%	11-20%	21-30%
Student Stability	94%	91%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	45
Total Other Professional Staff	7
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	90	90	100%	99	68	69%	99	58	59%
Students with Disabilities	16	0	0%	8	0	0%	19	5	26%
All Students	106	90	85%	107	68	64%	118	63	53%

\*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	41	48	0	7	14	8
Percent	35%	41%	0%	6%	12%	7%

## 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)
19	5	8	27

\*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			22		9	
	Entered GED Program*			0		8	
	Total Noncompleters			22		17	
Students with Disabilities	Dropped Out			2		4	
	Entered GED Program*			0		4	
	Total Noncompleters			2		8	
All Students	Dropped Out	25	4.2%	24	4.1%	13	2.2%
	Entered GED Program*	0	0.0%	0	0.0%	12	2.1%
	Total Noncompleters	25	4.2%	24	4.1%	25	4.3%

\*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		108	438
	Number of Students with Disabilities		35	45
	Number of All Students		143	483
	Percent of Enrollment		25%	83%

## 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%	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%	4	#

### 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%	2	#

(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	10	100%	3	#	6	100%
Science	4	#	1	#	3	#
Reading	0	0%	2	#	5	100%
Writing	0	0%	2	#	5	80%
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	5	60%	1	#	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	8	88%	17	82%
Science	6	83%	2	#	7	57%
Reading	5	80%	2	#	10	100%
Writing	0	0%	5	100%	7	100%
Global Studies	7	0%	4	#	12	33%
U.S. Hist & Gov't	2	#	5	60%	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	126	131	118	17	23	18
Number Scoring 55–100	117	124	113	8	21	14
Number Scoring 65–100	113	115	107	6	16	14
Number Scoring 85–100	40	43	44	0	0	0
Percentage of Tested Scoring 55–100	93%	95%	96%	47%	91%	78%
Percentage of Tested Scoring 65–100	90%	88%	91%	35%	70%	78%
Percentage of Tested Scoring 85–100	32%	33%	37%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	8	69	152	5	24	17
Number Scoring 55–100	1	42	128	0	8	11
Number Scoring 65–100	0	27	112	0	7	8
Number Scoring 85–100	0	2	15	0	1	1
Percentage of Tested Scoring 55–100	12%	61%	84%	0%	33%	65%
Percentage of Tested Scoring 65–100	0%	39%	74%	0%	29%	47%
Percentage of Tested Scoring 85–100	0%	3%	10%	0%	4%	6%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	136	125	128	27	17	22
Number Scoring 55–100	126	114	117	20	13	13
Number Scoring 65–100	113	102	108	13	8	10
Number Scoring 85–100	34	28	37	1	0	1
Percentage of Tested Scoring 55–100	93%	91%	91%	74%	76%	59%
Percentage of Tested Scoring 65–100	83%	82%	84%	48%	47%	45%
Percentage of Tested Scoring 85–100	25%	22%	29%	4%	0%	5%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	118	136	115	6	24	15
Number Scoring 55–100	107	121	108	4	17	14
Number Scoring 65–100	98	112	104	4	14	13
Number Scoring 85–100	41	25	44	0	0	1
Percentage of Tested Scoring 55–100	91%	89%	94%	67%	71%	93%
Percentage of Tested Scoring 65–100	83%	82%	90%	67%	58%	87%
Percentage of Tested Scoring 85–100	35%	18%	38%	0%	0%	7%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	97	89	116	5	14	20
Number Scoring 55–100	97	85	116	5	13	20
Number Scoring 65–100	97	84	107	5	12	14
Number Scoring 85–100	33	27	37	0	3	0
Percentage of Tested Scoring 55–100	100%	96%	100%	100%	93%	100%
Percentage of Tested Scoring 65–100	100%	94%	92%	100%	86%	70%
Percentage of Tested Scoring 85–100	34%	30%	32%	0%	21%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	94	133	93	14	13	9
Number Scoring 55–100	88	129	90	12	11	8
Number Scoring 65–100	79	121	87	9	11	7
Number Scoring 85–100	25	39	45	2	1	2
Percentage of Tested Scoring 55–100	94%	97%	97%	86%	85%	89%
Percentage of Tested Scoring 65–100	84%	91%	94%	64%	85%	78%
Percentage of Tested Scoring 85–100	27%	29%	48%	14%	8%	22%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		53	57		1	4
Number Scoring 55–100		53	45		#	#
Number Scoring 65–100		52	32		#	#
Number Scoring 85–100		10	4		#	#
Percentage of Tested Scoring 55–100		100%	79%		#	#
Percentage of Tested Scoring 65–100		98%	56%		#	#
Percentage of Tested Scoring 85–100		19%	7%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	31	34	27	0	0	0
Number Scoring 55–100	31	34	27	0	0	0
Number Scoring 65–100	31	34	27	0	0	0
Number Scoring 85–100	24	22	16	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	77%	65%	59%	0%	0%	0%
<b>Comprehensive Italian</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 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	27	20	28	0	0	1
Number Scoring 55–100	26	20	28	0	0	#
Number Scoring 65–100	26	20	28	0	0	#
Number Scoring 85–100	21	15	16	0	0	#
Percentage of Tested Scoring 55–100	96%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	96%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	78%	75%	57%	0%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	105	100	2	8	3	0
Number Scoring 55–100	88	81	#	5	#	0
Number Scoring 65–100	68	70	#	4	#	0
Number Scoring 85–100	24	15	#	1	#	0
Percentage of Tested Scoring 55–100	84%	81%	#	62%	#	0%
Percentage of Tested Scoring 65–100	65%	70%	#	50%	#	0%
Percentage of Tested Scoring 85–100	23%	15%	#	12%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	92	78	73	2	3	5
Number Scoring 55–100	84	73	59	#	#	4
Number Scoring 65–100	69	71	53	#	#	2
Number Scoring 85–100	23	27	17	#	#	1
Percentage of Tested Scoring 55–100	91%	94%	81%	#	#	80%
Percentage of Tested Scoring 65–100	75%	91%	73%	#	#	40%
Percentage of Tested Scoring 85–100	25%	35%	23%	#	#	20%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	34	97%	36	97%	38	97%
Students with Disabilities	21	100%	10	100%	14	71%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	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

## 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	102	102	102	28	28	28	130	130	130
Number Scoring 55–64	5	2	4	5	3	2	10	5	6
Number Scoring 65–84	57	66	47	12	13	15	69	79	62
Number Scoring 85–100	35	22	45	1	0	1	36	22	46
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)