

New York State District Report Card Comprehensive Information Report

BEDS Code: 12-05-01-04-0000
 Name: Delhi Central School District
 Superintendent: Maria Rice

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	70	46	55
First	55	64	40
Second	77	54	68
Third	79	67	52
Fourth	87	84	72
Fifth	73	82	79
Sixth	86	77	80
Ungraded Elementary	0	0	8
Seventh	99	83	80
Eighth	111	94	90
Ninth	131	127	101
Tenth	100	95	111
Eleventh	82	82	81
Twelfth	92	89	86
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1142	1044	1003

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	16	1.4%	10	1.0%	12	1.2%
Black (Not Hispanic)	17	1.5%	15	1.4%	13	1.3%
Hispanic	2	0.2%	6	0.6%	6	0.6%
White (Not Hispanic)	1107	96.9%	1013	97.0%	972	96.9%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	19	18
Common Branch	18	17	19
English Grade 8	18	18	16
Mathematics Grade 8	21	18	16
Science Grade 8	22	19	17
Social Studies Grade 8	22	19	17
English Grade 10	15	20	20
Mathematics Grade 10	12	0	15
Science Grade 10	24	23	18
Social Studies Grade 10	16	20	21

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	5	0.5%	6	0.6%
Eligible for Free Lunch	180	15.8%	159	15.2%	173	17.3%

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%		94.5%		93.4%
Student Suspensions	32	2.8%	58	5.1%	66	6.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	11.8%	14.5%	9.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	89
Total Other Professional Staff	14
Total Paraprofessionals	27
Teaching Out of Certification*	2

*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	0	0	0%	73	40	55%	67	43	64%
Students with Disabilities	0	0	0%	8	1	12%	1	0	0%
All Students	0	0	0%	81	41	51%	68	43	63%

*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	35	21	0	1	8	3
Percent	51%	31%	0%	1%	12%	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)
1	0	5	6

*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	0		11		12	3.7%
	Entered GED Program*	0		3		4	1.2%
	Total Noncompleters	0		14		16	4.9%
Students with Disabilities	Dropped Out	0		6		1	1.9%
	Entered GED Program*	0		3		0	0.0%
	Total Noncompleters	0		9		1	1.9%
All Students	Dropped Out	0	0.0%	17	4.3%	13	3.5%
	Entered GED Program*	0	0.0%	6	1.5%	4	1.1%
	Total Noncompleters	0	0.0%	23	5.9%	17	4.5%

*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	82	236
	Number of Students with Disabilities	0	13	20
	Number of All Students	0	95	256
	Percent of Enrollment	0%	37%	100%
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	95		
Completed and Passed Regents Exams	95	100%	77%
Completed and had Course Average of 75% or More	95	100%	81%
Completed and Attained a HS Diploma or Equivalent	95	100%	96%
Completed and Whose Status is Known	89		
Completed and Were Successfully Placed	89	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	8	17%	30%
Underrepresented Gender Members Who Completed	7	23%	19%

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%	0	0%	0	0%
German	2	#	24	46%	11	73%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	8	88%	82	91%	73	66%

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%	4	#	2	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	11	82%	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	23	52%	0	0%	2	#
Science	15	47%	1	#	3	#
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	0	0%
Global Studies	3	#	0	0%	1	#
U.S. Hist & Gov't	4	#	0	0%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	7	86%	12	92%
Science	0	0%	5	40%	2	#
Reading	0	0%	3	#	2	#
Writing	0	0%	3	#	1	#
Global Studies	0	0%	7	43%	3	#
U.S. Hist & Gov't	0	0%	3	#	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	90	67	73	0	6	5
Number Scoring 55-100	87	65	72	0	5	5
Number Scoring 65-100	79	63	70	0	3	4
Number Scoring 85-100	45	35	46	0	0	0
Percentage of Tested Scoring 55-100	97%	97%	99%	0%	83%	100%
Percentage of Tested Scoring 65-100	88%	94%	96%	0%	50%	80%
Percentage of Tested Scoring 85-100	50%	52%	63%	0%	0%	0%
Mathematics A						
Number Tested	76	91	134	0	5	16
Number Scoring 55-100	59	81	126	0	2	13
Number Scoring 65-100	42	68	120	0	1	11
Number Scoring 85-100	18	18	32	0	0	0
Percentage of Tested Scoring 55-100	78%	89%	94%	0%	40%	81%
Percentage of Tested Scoring 65-100	55%	75%	90%	0%	20%	69%
Percentage of Tested Scoring 85-100	24%	20%	24%	0%	0%	0%
Mathematics B						
Number Tested	1	49	75	0	3	0
Number Scoring 55-100	#	24	46	0	#	0
Number Scoring 65-100	#	15	37	0	#	0
Number Scoring 85-100	#	2	10	0	#	0
Percentage of Tested Scoring 55-100	#	49%	61%	0%	#	0%
Percentage of Tested Scoring 65-100	#	31%	49%	0%	#	0%
Percentage of Tested Scoring 85-100	#	4%	13%	0%	#	0%
Global History and Geography						
Number Tested	78	96	97	0	10	13
Number Scoring 55-100	70	89	95	0	6	11
Number Scoring 65-100	49	78	88	0	4	9
Number Scoring 85-100	16	34	38	0	0	3
Percentage of Tested Scoring 55-100	90%	93%	98%	0%	60%	85%
Percentage of Tested Scoring 65-100	63%	81%	91%	0%	40%	69%
Percentage of Tested Scoring 85-100	21%	35%	39%	0%	0%	23%
U.S. History and Government						
Number Tested	93	78	73	0	8	5
Number Scoring 55-100	85	76	73	0	7	5
Number Scoring 65-100	70	72	72	0	6	5
Number Scoring 85-100	26	34	46	0	2	1
Percentage of Tested Scoring 55-100	91%	97%	100%	0%	88%	100%
Percentage of Tested Scoring 65-100	75%	92%	99%	0%	75%	100%
Percentage of Tested Scoring 85-100	28%	44%	63%	0%	25%	20%

(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	69	82	93	0	6	11
Number Scoring 55-100	69	81	92	0	5	11
Number Scoring 65-100	67	79	90	0	3	10
Number Scoring 85-100	29	26	41	0	0	2
Percentage of Tested Scoring 55-100	100%	99%	99%	0%	83%	100%
Percentage of Tested Scoring 65-100	97%	96%	97%	0%	50%	91%
Percentage of Tested Scoring 85-100	42%	32%	44%	0%	0%	18%
Physical Setting/Earth Science						
Number Tested	91	105	94	0	18	14
Number Scoring 55-100	86	97	89	0	12	12
Number Scoring 65-100	78	93	76	0	11	6
Number Scoring 85-100	29	44	26	0	4	0
Percentage of Tested Scoring 55-100	95%	92%	95%	0%	67%	86%
Percentage of Tested Scoring 65-100	86%	89%	81%	0%	61%	43%
Percentage of Tested Scoring 85-100	32%	42%	28%	0%	22%	0%
Physical Setting/Chemistry						
Number Tested	31	47	54	0	3	2
Number Scoring 55-100	29	43	50	0	#	#
Number Scoring 65-100	23	32	33	0	#	#
Number Scoring 85-100	2	8	5	0	#	#
Percentage of Tested Scoring 55-100	94%	91%	93%	0%	#	#
Percentage of Tested Scoring 65-100	74%	68%	61%	0%	#	#
Percentage of Tested Scoring 85-100	6%	17%	9%	0%	#	#
Physical Setting/Physics						
Number Tested			17			0
Number Scoring 55-100			15			0
Number Scoring 65-100			13			0
Number Scoring 85-100			2			0
Percentage of Tested Scoring 55-100			88%			0%
Percentage of Tested Scoring 65-100			76%			0%
Percentage of Tested Scoring 85-100			12%			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	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 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	27	19	27	0	0	1
Number Scoring 55-100	27	18	27	0	0	#
Number Scoring 65-100	27	17	27	0	0	#
Number Scoring 85-100	14	3	8	0	0	#
Percentage of Tested Scoring 55-100	100%	95%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	89%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	52%	16%	30%	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	16	42	56	0	1	5
Number Scoring 55-100	14	41	56	0	#	5
Number Scoring 65-100	10	38	50	0	#	1
Number Scoring 85-100	6	16	28	0	#	0
Percentage of Tested Scoring 55-100	88%	98%	100%	0%	#	100%
Percentage of Tested Scoring 65-100	62%	90%	89%	0%	#	20%
Percentage of Tested Scoring 85-100	38%	38%	50%	0%	#	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	51	3	0	0	0	0
Number Scoring 55-100	44	#	0	0	0	0
Number Scoring 65-100	41	#	0	0	0	0
Number Scoring 85-100	18	#	0	0	0	0
Percentage of Tested Scoring 55-100	86%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	80%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	35%	#	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	0	0%	35	94%	44	95%
Students with Disabilities	0	0%	8	75%	0	0%

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	68	9%	1%	49%	41%
	Students with Disabilities	10	30%	30%	40%	0%
	All Students	78	12%	5%	47%	36%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	77	4%	21%	52%	23%
	Students with Disabilities	8	13%	63%	25%	0%
	All Students	85	5%	25%	49%	21%

(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	71	71	71	6	6	6	77	77	77
Number Scoring 55–64	12	6	2	1	2	0	13	8	2
Number Scoring 65–84	36	29	27	1	0	2	37	29	29
Number Scoring 85–100	15	31	34	0	0	0	15	31	34
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			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
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 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			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)