

New York State District Report Card Comprehensive Information Report

BEDS Code: 24-10-01-06-0000
 Name: Dansville Central School District
 Superintendent: Adele Bovard

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	80	64	64
Kindergarten	112	114	110
First	119	114	119
Second	126	121	118
Third	139	118	118
Fourth	138	133	129
Fifth	109	127	143
Sixth	155	118	143
Ungraded Elementary	21	26	0
Seventh	140	162	121
Eighth	167	127	154
Ninth	153	156	126
Tenth	141	146	147
Eleventh	151	134	128
Twelfth	135	143	130
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1806	1739	1686

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	17	0.9%	15	0.9%	16	0.9%
Black (Not Hispanic)	37	2.0%	26	1.5%	16	0.9%
Hispanic	24	1.3%	21	1.2%	21	1.2%
White (Not Hispanic)	1728	95.7%	1677	96.4%	1633	96.9%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	19	18
Common Branch	18	20	21
English Grade 8	19	15	19
Mathematics Grade 8	20	17	17
Science Grade 8	21	21	19
Social Studies Grade 8	21	16	19
English Grade 10	18	21	15
Mathematics Grade 10	17	15	19
Science Grade 10	17	18	15
Social Studies Grade 10	24	22	14

(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	5	0.3%	3	0.2%	6	0.3%
Eligible for Free Lunch	413	22.9%	358	20.6%	431	25.6%

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		95.1%		95.3%		94.9%
Student Suspensions	62	3.4%	141	7.8%	93	5.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.9%	7.7%	9.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	147
Total Other Professional Staff	29
Total Paraprofessionals	40
Teaching Out of Certification*	3

*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	99	68	69%	99	58	59%	98	59	60%
Students with Disabilities	8	0	0%	21	5	24%	19	4	21%
All Students	107	68	64%	120	63	53%	117	63	54%

*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	33	50	2	2	15	15
Percent	28%	43%	2%	2%	13%	13%

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)
19	4	8	27

*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	22		9		3	0.6%
	Entered GED Program*	0		8		3	0.6%
	Total Noncompleters	22		17		6	1.3%
Students with Disabilities	Dropped Out	2		4		5	4.6%
	Entered GED Program*	1		6		0	0.0%
	Total Noncompleters	3		10		5	4.6%
All Students	Dropped Out	24	4.1%	13	2.2%	8	1.4%
	Entered GED Program*	1	0.2%	14	2.4%	3	0.5%
	Total Noncompleters	25	4.3%	27	4.7%	11	1.9%

*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	98%	0%	0%
2-3	46%	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	129	122	363
	Number of Students with Disabilities	38	28	55
	Number of All Students	167	150	418
	Percent of Enrollment	36%	37%	100%
9-12	Number of General-Education Students	108	438	415
	Number of Students with Disabilities	35	45	116
	Number of All Students	143	483	531
	Percent of Enrollment	25%	83%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	17		
Completed and Passed Regents Exams	17	100%	77%
Completed and had Course Average of 75% or More	16	94%	81%
Completed and Attained a HS Diploma or Equivalent	17	100%	96%
Completed and Whose Status is Known	16		
Completed and Were Successfully Placed	16	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	2	22%	30%
Underrepresented Gender Members Who Completed	1	20%	19%

Enrollment data are for the 2003-2004 school year; completer 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	51	88%	52	88%	53	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	69	72%	58	95%	73	79%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	3	#	7	43%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	20%	3	#	2	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	6	100%	0	0%
Science	1	#	3	#	0	0%
Reading	2	#	5	100%	0	0%
Writing	2	#	5	80%	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	1	#	2	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	88%	18	78%	11	73%
Science	2	#	7	57%	0	0%
Reading	2	#	12	100%	6	100%
Writing	5	100%	8	100%	11	100%
Global Studies	5	40%	13	31%	11	45%
U.S. Hist & Gov't	5	60%	6	67%	5	60%

(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	133	119	126	25	19	15
Number Scoring 55-100	125	113	118	22	14	8
Number Scoring 65-100	115	107	113	16	14	7
Number Scoring 85-100	43	44	54	0	0	1
Percentage of Tested Scoring 55-100	94%	95%	94%	88%	74%	53%
Percentage of Tested Scoring 65-100	86%	90%	90%	64%	74%	47%
Percentage of Tested Scoring 85-100	32%	37%	43%	0%	0%	7%
Mathematics A						
Number Tested	72	153	191	27	18	23
Number Scoring 55-100	42	128	177	8	11	17
Number Scoring 65-100	27	112	158	7	8	12
Number Scoring 85-100	2	15	36	1	1	1
Percentage of Tested Scoring 55-100	58%	84%	93%	30%	61%	74%
Percentage of Tested Scoring 65-100	38%	73%	83%	26%	44%	52%
Percentage of Tested Scoring 85-100	3%	10%	19%	4%	6%	4%
Mathematics B						
Number Tested	0	0	58	0	0	1
Number Scoring 55-100	0	0	53	0	0	#
Number Scoring 65-100	0	0	45	0	0	#
Number Scoring 85-100	0	0	9	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	91%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	78%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	16%	0%	0%	#
Global History and Geography						
Number Tested	128	130	139	20	24	22
Number Scoring 55-100	115	118	125	14	14	16
Number Scoring 65-100	102	108	108	8	10	10
Number Scoring 85-100	28	37	33	0	1	0
Percentage of Tested Scoring 55-100	90%	91%	90%	70%	58%	73%
Percentage of Tested Scoring 65-100	80%	83%	78%	40%	42%	45%
Percentage of Tested Scoring 85-100	22%	28%	24%	0%	4%	0%
U.S. History and Government						
Number Tested	138	116	129	26	16	19
Number Scoring 55-100	122	108	120	18	14	12
Number Scoring 65-100	112	104	118	14	13	10
Number Scoring 85-100	25	44	48	0	1	1
Percentage of Tested Scoring 55-100	88%	93%	93%	69%	88%	63%
Percentage of Tested Scoring 65-100	81%	90%	91%	54%	81%	53%
Percentage of Tested Scoring 85-100	18%	38%	37%	0%	6%	5%

(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	92	147	113	17	22	6
Number Scoring 55-100	88	145	111	16	22	6
Number Scoring 65-100	87	135	109	15	16	5
Number Scoring 85-100	27	43	43	3	0	1
Percentage of Tested Scoring 55-100	96%	99%	98%	94%	100%	100%
Percentage of Tested Scoring 65-100	95%	92%	96%	88%	73%	83%
Percentage of Tested Scoring 85-100	29%	29%	38%	18%	0%	17%
Physical Setting/Earth Science						
Number Tested	133	93	118	13	9	18
Number Scoring 55-100	129	90	111	11	8	16
Number Scoring 65-100	121	87	98	11	7	11
Number Scoring 85-100	39	45	28	1	2	1
Percentage of Tested Scoring 55-100	97%	97%	94%	85%	89%	89%
Percentage of Tested Scoring 65-100	91%	94%	83%	85%	78%	61%
Percentage of Tested Scoring 85-100	29%	48%	24%	8%	22%	6%
Physical Setting/Chemistry						
Number Tested	53	57	88	1	4	1
Number Scoring 55-100	53	45	80	#	#	#
Number Scoring 65-100	52	32	56	#	#	#
Number Scoring 85-100	10	4	7	#	#	#
Percentage of Tested Scoring 55-100	100%	79%	91%	#	#	#
Percentage of Tested Scoring 65-100	98%	56%	64%	#	#	#
Percentage of Tested Scoring 85-100	19%	7%	8%	#	#	#
Physical Setting/Physics						
Number Tested			23			1
Number Scoring 55-100			23			#
Number Scoring 65-100			22			#
Number Scoring 85-100			10			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			96%			#
Percentage of Tested Scoring 85-100			43%			#

* 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	34	27	26	0	0	0
Number Scoring 55-100	34	27	26	0	0	0
Number Scoring 65-100	34	27	26	0	0	0
Number Scoring 85-100	22	16	22	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	65%	59%	85%	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	20	28	27	0	1	0
Number Scoring 55-100	20	28	26	0	#	0
Number Scoring 65-100	20	28	26	0	#	0
Number Scoring 85-100	15	16	20	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	96%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	96%	0%	#	0%
Percentage of Tested Scoring 85-100	75%	57%	74%	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	78	73	12	3	5	1
Number Scoring 55-100	73	59	9	#	4	#
Number Scoring 65-100	71	53	8	#	2	#
Number Scoring 85-100	27	17	2	#	1	#
Percentage of Tested Scoring 55-100	94%	81%	75%	#	80%	#
Percentage of Tested Scoring 65-100	91%	73%	67%	#	40%	#
Percentage of Tested Scoring 85-100	35%	23%	17%	#	20%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	36	97%	38	97%	36	94%
Students with Disabilities	14	86%	15	73%	5	100%

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	121	5%	4%	72%	19%
	Students with Disabilities	22	27%	9%	59%	5%
	All Students	143	8%	5%	70%	17%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	133	2%	39%	50%	9%
	Students with Disabilities	23	9%	83%	9%	0%
	All Students	156	3%	46%	44%	8%

(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	3	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	109	109	109	26	26	26	135	135	135
Number Scoring 55–64	5	0	4	5	0	0	10	0	4
Number Scoring 65–84	63	54	64	9	14	15	72	68	79
Number Scoring 85–100	27	41	30	0	1	2	27	42	32
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			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 K-1)						
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 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			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			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 – K)