

New York State District Report Card Comprehensive Information Report

BEDS Code: 40-12-01-06-0000
 Name: Royalton-Hartland Central School District
 Superintendent: Paul J. Bona, Jr.

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	125	117	107
First	135	124	127
Second	141	129	122
Third	127	139	134
Fourth	120	121	127
Fifth	121	113	118
Sixth	125	122	115
Ungraded Elementary	17	18	13
Seventh	158	125	125
Eighth	145	153	130
Ninth	125	155	153
Tenth	158	121	147
Eleventh	145	152	120
Twelfth	128	128	144
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1770	1717	1682

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	6	0.3%	7	0.4%	5	0.3%
Black (Not Hispanic)	15	0.8%	25	1.5%	16	1.0%
Hispanic	5	0.3%	13	0.8%	6	0.4%
White (Not Hispanic)	1744	98.5%	1672	97.4%	1655	98.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	17	18
Common Branch	19	19	21
English Grade 8	21	18	21
Mathematics Grade 8	20	17	21
Science Grade 8	18	21	18
Social Studies Grade 8	21	14	21
English Grade 10	26	20	23
Mathematics Grade 10	22	22	19
Science Grade 10	20	18	16
Social Studies Grade 10	19	18	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
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%	10	0.6%	5	0.3%
Eligible for Free Lunch	207	11.7%	234	13.6%	227	13.5%

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%		96.1%		95.8%
Student Suspensions	59	3.3%	60	3.4%	49	2.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	5.3%	5.2%	6.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	136
Total Other Professional Staff	19
Total Paraprofessionals	30
Teaching Out of Certification*	0

*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	110	69	63%	4	0	0%	120	91	76%
Students with Disabilities	7	1	14%	0	0	0%	13	4	31%
All Students	117	70	60%	4	0	0%	133	95	71%

*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	40	58	0	1	9	25
Percent	30%	44%	0%	1%	7%	19%

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)
13	4	6	19

*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	74		11		10	2.0%
	Entered GED Program*	1		2		1	0.2%
	Total Noncompleters	75		13		11	2.2%
Students with Disabilities	Dropped Out	0		5		3	3.6%
	Entered GED Program*	0		0		2	2.4%
	Total Noncompleters	0		5		5	6.0%
All Students	Dropped Out	74	13.3%	16	2.9%	13	2.3%
	Entered GED Program*	1	0.2%	2	0.4%	3	0.5%
	Total Noncompleters	75	13.5%	18	3.2%	16	2.8%

*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	0	54	129
	Number of Students with Disabilities	0	21	15
	Number of All Students	0	75	144
	Percent of Enrollment	0%	13%	26%

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; 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	29	83%	36	92%	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	99	88%	108	94%	10	70%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	6	67%	1	#	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	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	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
Mathematics	8	100%	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	2	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(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	143	157	109	14	12	7
Number Scoring 55-100	133	151	109	13	9	7
Number Scoring 65-100	116	141	104	10	5	7
Number Scoring 85-100	28	68	51	1	0	0
Percentage of Tested Scoring 55-100	93%	96%	100%	93%	75%	100%
Percentage of Tested Scoring 65-100	81%	90%	95%	71%	42%	100%
Percentage of Tested Scoring 85-100	20%	43%	47%	7%	0%	0%
Mathematics A						
Number Tested	132	150	151	8	7	6
Number Scoring 55-100	98	131	151	1	5	6
Number Scoring 65-100	84	111	141	1	4	5
Number Scoring 85-100	24	15	39	0	0	1
Percentage of Tested Scoring 55-100	74%	87%	100%	12%	71%	100%
Percentage of Tested Scoring 65-100	64%	74%	93%	12%	57%	83%
Percentage of Tested Scoring 85-100	18%	10%	26%	0%	0%	17%
Mathematics B						
Number Tested	0	2	84	0	1	3
Number Scoring 55-100	0	#	70	0	#	#
Number Scoring 65-100	0	#	57	0	#	#
Number Scoring 85-100	0	#	8	0	#	#
Percentage of Tested Scoring 55-100	0%	#	83%	0%	#	#
Percentage of Tested Scoring 65-100	0%	#	68%	0%	#	#
Percentage of Tested Scoring 85-100	0%	#	10%	0%	#	#
Global History and Geography						
Number Tested	159	133	149	10	11	15
Number Scoring 55-100	145	114	126	10	9	15
Number Scoring 65-100	124	105	104	4	8	9
Number Scoring 85-100	18	25	33	0	0	1
Percentage of Tested Scoring 55-100	91%	86%	85%	100%	82%	100%
Percentage of Tested Scoring 65-100	78%	79%	70%	40%	73%	60%
Percentage of Tested Scoring 85-100	11%	19%	22%	0%	0%	7%
U.S. History and Government						
Number Tested	147	158	114	11	12	8
Number Scoring 55-100	132	147	109	9	8	7
Number Scoring 65-100	106	131	97	4	6	6
Number Scoring 85-100	29	46	48	0	1	0
Percentage of Tested Scoring 55-100	90%	93%	96%	82%	67%	88%
Percentage of Tested Scoring 65-100	72%	83%	85%	36%	50%	75%
Percentage of Tested Scoring 85-100	20%	29%	42%	0%	8%	0%

(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	136	120	135	13	11	16
Number Scoring 55-100	133	114	135	12	9	16
Number Scoring 65-100	129	114	130	11	9	14
Number Scoring 85-100	51	39	39	0	0	2
Percentage of Tested Scoring 55-100	98%	95%	100%	92%	82%	100%
Percentage of Tested Scoring 65-100	95%	95%	96%	85%	82%	88%
Percentage of Tested Scoring 85-100	38%	33%	29%	0%	0%	12%
Physical Setting/Earth Science						
Number Tested	135	163	109	15	17	13
Number Scoring 55-100	125	147	92	10	13	10
Number Scoring 65-100	112	136	78	8	12	8
Number Scoring 85-100	44	69	15	3	3	0
Percentage of Tested Scoring 55-100	93%	90%	84%	67%	76%	77%
Percentage of Tested Scoring 65-100	83%	83%	72%	53%	71%	62%
Percentage of Tested Scoring 85-100	33%	42%	14%	20%	18%	0%
Physical Setting/Chemistry						
Number Tested	59	59	48	1	1	1
Number Scoring 55-100	56	57	46	#	#	#
Number Scoring 65-100	45	53	37	#	#	#
Number Scoring 85-100	5	12	6	#	#	#
Percentage of Tested Scoring 55-100	95%	97%	96%	#	#	#
Percentage of Tested Scoring 65-100	76%	90%	77%	#	#	#
Percentage of Tested Scoring 85-100	8%	20%	12%	#	#	#
Physical Setting/Physics						
Number Tested			30			0
Number Scoring 55-100			30			0
Number Scoring 65-100			29			0
Number Scoring 85-100			5			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			97%			0%
Percentage of Tested Scoring 85-100			17%			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	29	29	18	0	0	0
Number Scoring 55-100	27	29	18	0	0	0
Number Scoring 65-100	24	27	18	0	0	0
Number Scoring 85-100	2	11	8	0	0	0
Percentage of Tested Scoring 55-100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	83%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	7%	38%	44%	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	62	57	52	2	0	0
Number Scoring 55-100	62	56	52	#	0	0
Number Scoring 65-100	59	54	51	#	0	0
Number Scoring 85-100	32	34	37	#	0	0
Percentage of Tested Scoring 55-100	100%	98%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	95%	95%	98%	#	0%	0%
Percentage of Tested Scoring 85-100	52%	60%	71%	#	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	75	1	1	1	0	0
Number Scoring 55-100	68	#	#	#	0	0
Number Scoring 65-100	65	#	#	#	0	0
Number Scoring 85-100	27	#	#	#	0	0
Percentage of Tested Scoring 55-100	91%	#	#	#	0%	0%
Percentage of Tested Scoring 65-100	87%	#	#	#	0%	0%
Percentage of Tested Scoring 85-100	36%	#	#	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	64	97%	48	98%	46	96%
Students with Disabilities	5	100%	9	89%	9	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	114	2%	7%	60%	32%
	Students with Disabilities	10	30%	20%	50%	0%
	All Students	124	4%	8%	59%	29%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	112	4%	29%	55%	11%
	Students with Disabilities	9	11%	89%	0%	0%
	All Students	121	5%	34%	51%	10%

(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	121	121	121	18	18	18	139	139	139
Number Scoring 55–64	3	2	3	5	2	1	8	4	4
Number Scoring 65–84	95	70	58	5	4	9	100	74	67
Number Scoring 85–100	18	47	59	0	1	2	18	48	61
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			3			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			3			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			1			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			1			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)