

# New York State District Report Card

## Comprehensive Information Report

BEDS Code: 42-09-01-06-0000  
 Name: Baldwinsville Central School District  
 Superintendent: Jeanne M. Dangle

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	393	380	391
First	424	415	400
Second	424	419	419
Third	459	450	447
Fourth	461	464	458
Fifth	448	467	469
Sixth	505	493	492
Ungraded Elementary	6	9	0
Seventh	483	508	507
Eighth	442	454	514
Ninth	470	440	487
Tenth	491	419	453
Eleventh	396	464	426
Twelfth	359	374	447
Ungraded Secondary	7	44	50
Total K-12 Enrollment	5768	5800	5960

### 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	71	1.2%	67	1.2%	66	1.1%
Black (Not Hispanic)	82	1.4%	83	1.4%	76	1.3%
Hispanic	35	0.6%	39	0.7%	50	0.8%
White (Not Hispanic)	5580	96.7%	5611	96.7%	5768	96.8%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	20	18
Common Branch	23	23	23
English Grade 8	22	24	25
Mathematics Grade 8	23	24	26
Science Grade 8	20	21	23
Social Studies Grade 8	23	24	25
English Grade 10	22	23	23
Mathematics Grade 10	23	22	22
Science Grade 10	22	23	24
Social Studies Grade 10	23	24	24

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	26	0.5%	16	0.3%	29	0.5%
<b>Eligible for Free Lunch</b>	319	5.9%	508	9.4%	441	7.9%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.3%		95.7%		95.9%
<b>Student Suspensions</b>	257	4.5%	244	4.2%	244	4.2%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	3.6%	4.5%	3.5%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	426
Total Other Professional Staff	57
Total Paraprofessionals	163
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	281	233	83%	317	263	83%	356	323	91%
Students with Disabilities	39	17	44%	31	10	32%	51	31	61%
All Students	320	250	78%	348	273	78%	407	354	87%

\*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	247	108	7	14	21	10
Percent	61%	27%	2%	3%	5%	2%

## 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)
51	31	11	62

\*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	7		9		16	1.0%
	Entered GED Program*	14		28		37	2.4%
	Total Noncompleters	21		37		53	3.4%
Students with Disabilities	Dropped Out	6		5		3	1.0%
	Entered GED Program*	4		3		5	1.6%
	Total Noncompleters	10		8		8	2.6%
All Students	Dropped Out	13	0.8%	14	0.8%	19	1.0%
	Entered GED Program*	18	1.0%	31	1.8%	42	2.2%
	Total Noncompleters	31	1.8%	45	2.6%	61	3.3%

\*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%	1%	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	440	386	853
	Number of Students with Disabilities	102	80	159
	Number of All Students	542	466	1012
	Percent of Enrollment	38%	32%	66%
9-12	Number of General-Education Students	1306	1414	1554
	Number of Students with Disabilities	79	283	309
	Number of All Students	1385	1697	1863
	Percent of Enrollment	80%	98%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	40		
Completed and Passed Regents Exams	39	97%	77%
Completed and had Course Average of 75% or More	35	88%	81%
Completed and Attained a HS Diploma or Equivalent	39	97%	96%
Completed and Whose Status is Known	17		
Completed and Were Successfully Placed	17	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	5	19%	30%
Underrepresented Gender Members Who Completed	3	20%	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	123	98%	117	95%	119	92%
German	24	100%	47	94%	41	90%
Italian	0	0%	0	0%	0	0%
Latin	48	94%	45	84%	27	96%
Spanish	209	85%	225	95%	281	90%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	10	100%	2	#	4	#
German	2	#	3	#	3	0%
Italian	0	0%	0	0%	0	0%
Latin	2	#	1	#	1	#
Spanish	27	56%	21	86%	28	57%

# 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%	2	#	3	#
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	2	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	3	#	2	#
U.S. Hist & Gov't	1	#	0	0%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	79%	61	90%	23	91%
Science	13	85%	0	0%	5	100%
Reading	14	93%	17	76%	22	91%
Writing	5	100%	9	89%	23	100%
Global Studies	4	#	21	71%	3	#
U.S. Hist & Gov't	2	#	3	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive English</b>						
Number Tested	368	470	447	41	62	67
Number Scoring 55–100	344	443	433	32	50	56
Number Scoring 65–100	325	413	405	23	40	38
Number Scoring 85–100	195	198	245	1	4	6
Percentage of Tested Scoring 55–100	93%	94%	97%	78%	81%	84%
Percentage of Tested Scoring 65–100	88%	88%	91%	56%	65%	57%
Percentage of Tested Scoring 85–100	53%	42%	55%	2%	6%	9%
<b>Mathematics A</b>						
Number Tested	135	501	439	32	76	48
Number Scoring 55–100	68	480	439	16	64	48
Number Scoring 65–100	34	448	429	5	55	45
Number Scoring 85–100	1	159	224	0	2	6
Percentage of Tested Scoring 55–100	50%	96%	100%	50%	84%	100%
Percentage of Tested Scoring 65–100	25%	89%	98%	16%	72%	94%
Percentage of Tested Scoring 85–100	1%	32%	51%	0%	3%	12%
<b>Mathematics B</b>						
Number Tested	0	44	228	0	0	11
Number Scoring 55–100	0	44	222	0	0	9
Number Scoring 65–100	0	44	210	0	0	6
Number Scoring 85–100	0	34	97	0	0	2
Percentage of Tested Scoring 55–100	0%	100%	97%	0%	0%	82%
Percentage of Tested Scoring 65–100	0%	100%	92%	0%	0%	55%
Percentage of Tested Scoring 85–100	0%	77%	43%	0%	0%	18%
<b>Global History and Geography</b>						
Number Tested	106	456	452	11	67	61
Number Scoring 55–100	104	436	418	11	56	48
Number Scoring 65–100	94	410	385	9	48	35
Number Scoring 85–100	18	210	174	2	6	7
Percentage of Tested Scoring 55–100	98%	96%	92%	100%	84%	79%
Percentage of Tested Scoring 65–100	89%	90%	85%	82%	72%	57%
Percentage of Tested Scoring 85–100	17%	46%	38%	18%	9%	11%
<b>U.S. History and Government</b>						
Number Tested	403	472	408	46	56	51
Number Scoring 55–100	391	464	403	43	56	49
Number Scoring 65–100	357	447	390	37	52	43
Number Scoring 85–100	131	234	266	5	12	15
Percentage of Tested Scoring 55–100	97%	98%	99%	93%	100%	96%
Percentage of Tested Scoring 65–100	89%	95%	96%	80%	93%	84%
Percentage of Tested Scoring 85–100	33%	50%	65%	11%	21%	29%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	451	432	416	53	52	55
Number Scoring 55–100	447	428	412	53	50	53
Number Scoring 65–100	441	422	403	50	48	48
Number Scoring 85–100	165	194	197	3	7	10
Percentage of Tested Scoring 55–100	99%	99%	99%	100%	96%	96%
Percentage of Tested Scoring 65–100	98%	98%	97%	94%	92%	87%
Percentage of Tested Scoring 85–100	37%	45%	47%	6%	13%	18%
<b>Physical Setting/Earth Science</b>						
Number Tested	447	427	414	62	51	50
Number Scoring 55–100	436	416	388	60	49	44
Number Scoring 65–100	416	400	355	50	42	34
Number Scoring 85–100	234	226	152	10	12	10
Percentage of Tested Scoring 55–100	98%	97%	94%	97%	96%	88%
Percentage of Tested Scoring 65–100	93%	94%	86%	81%	82%	68%
Percentage of Tested Scoring 85–100	52%	53%	37%	16%	24%	20%
<b>Physical Setting/Chemistry</b>						
Number Tested	299	391	365	15	26	25
Number Scoring 55–100	272	362	343	12	25	19
Number Scoring 65–100	221	288	279	8	16	12
Number Scoring 85–100	48	57	47	2	1	1
Percentage of Tested Scoring 55–100	91%	93%	94%	80%	96%	76%
Percentage of Tested Scoring 65–100	74%	74%	76%	53%	62%	48%
Percentage of Tested Scoring 85–100	16%	15%	13%	13%	4%	4%
<b>Physical Setting/Physics</b>						
Number Tested			198			9
Number Scoring 55–100			197			9
Number Scoring 65–100			188			8
Number Scoring 85–100			57			0
Percentage of Tested Scoring 55–100			99%			100%
Percentage of Tested Scoring 65–100			95%			89%
Percentage of Tested Scoring 85–100			29%			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
<b>Comprehensive French</b>						
Number Tested	89	104	106	5	2	5
Number Scoring 55–100	86	104	105	4	#	5
Number Scoring 65–100	80	102	105	3	#	5
Number Scoring 85–100	30	64	64	0	#	0
Percentage of Tested Scoring 55–100	97%	100%	99%	80%	#	100%
Percentage of Tested Scoring 65–100	90%	98%	99%	60%	#	100%
Percentage of Tested Scoring 85–100	34%	62%	60%	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	25	25	17	1	0	0
Number Scoring 55–100	25	25	17	#	0	0
Number Scoring 65–100	25	25	17	#	0	0
Number Scoring 85–100	13	20	11	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	52%	80%	65%	#	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	192	167	151	15	9	7
Number Scoring 55–100	189	165	150	15	9	7
Number Scoring 65–100	185	162	148	14	8	7
Number Scoring 85–100	107	99	95	3	1	3
Percentage of Tested Scoring 55–100	98%	99%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	96%	97%	98%	93%	89%	100%
Percentage of Tested Scoring 85–100	56%	59%	63%	20%	11%	43%
<b>Comprehensive Latin</b>						
Number Tested	32	30	45	0	0	2
Number Scoring 55–100	32	30	45	0	0	#
Number Scoring 65–100	28	30	44	0	0	#
Number Scoring 85–100	10	10	20	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	88%	100%	98%	0%	0%	#
Percentage of Tested Scoring 85–100	31%	33%	44%	0%	0%	#

(Form – H)



## Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	208	239	12	6	8	1
Number Scoring 55–100	199	225	12	6	8	#
Number Scoring 65–100	191	216	12	6	7	#
Number Scoring 85–100	133	98	3	5	2	#
Percentage of Tested Scoring 55–100	96%	94%	100%	100%	100%	#
Percentage of Tested Scoring 65–100	92%	90%	100%	100%	88%	#
Percentage of Tested Scoring 85–100	64%	41%	25%	83%	25%	#

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	104	99%	77	90%	91	99%
Students with Disabilities	26	96%	22	82%	14	86%

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
<b>Nov 2003</b>	General-Education Students	404	2%	2%	56%	39%
	Students with Disabilities	63	11%	17%	67%	5%
	All Students	467	3%	4%	58%	34%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	428	1%	20%	55%	24%
	Students with Disabilities	67	19%	52%	25%	3%
	All Students	495	4%	24%	51%	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
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	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

## 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	382	382	382	67	67	67	449	449	449
Number Scoring 55–64	4	2	2	5	3	3	9	5	5
Number Scoring 65–84	240	147	227	41	33	39	281	180	266
Number Scoring 85–100	131	220	149	3	12	6	134	232	155
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			6			0
Beginning (0-18)			1			0
Intermediate (19-31)			1			0
Advanced (32-36)			3			0
Proficient (37-39)			1			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			6			0
Beginning (0-14)			1			0
Intermediate (15-24)			3			0
Advanced (25-32)			2			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			4			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)

**New York State English as a Second Language Achievement Tests (NYSESLAT)\***

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			4			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)