

New York State District Report Card Comprehensive Information Report

BEDS Code: 48-04-01-04-0000
 Name: Haldane Central School District
 Superintendent: John J. Dinatale

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	64	55	61
First	60	67	60
Second	62	57	65
Third	73	60	53
Fourth	73	71	60
Fifth	64	68	67
Sixth	85	58	67
Ungraded Elementary	4	4	6
Seventh	75	79	56
Eighth	68	73	76
Ninth	65	73	81
Tenth	63	66	68
Eleventh	70	65	67
Twelfth	51	70	65
Ungraded Secondary	0	0	0
Total K-12 Enrollment	877	866	852

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	11	1.3%	7	0.8%	4	0.5%
Black (Not Hispanic)	8	0.9%	13	1.5%	4	0.5%
Hispanic	21	2.4%	29	3.3%	25	2.9%
White (Not Hispanic)	837	95.4%	817	94.3%	819	96.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	19	20
Common Branch	21	19	20
English Grade 8	22	17	18
Mathematics Grade 8	22	20	23
Science Grade 8	22	18	18
Social Studies Grade 8	22	0	17
English Grade 10	21	21	5
Mathematics Grade 10	17	15	17
Science Grade 10	0	20	16
Social Studies Grade 10	20	21	22

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low 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	21	2.4%	14	1.6%	11	1.3%
Eligible for Free Lunch	18	2.1%	24	2.8%	25	2.9%

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		95.0%		95.3%		95.4%
Student Suspensions	11	1.3%	10	1.1%	11	1.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	0.8%	0.5%	0.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	74
Total Other Professional Staff	10
Total Paraprofessionals	23
Teaching Out of Certification*	6

*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	48	48	100%	52	36	69%	53	39	74%
Students with Disabilities	0	0	0%	11	2	18%	6	0	0%
All Students	48	48	100%	63	38	60%	59	39	66%

*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	26	29	0	1	3	0
Percent	44%	49%	0%	2%	5%	0%

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)
6	0	0	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	3		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	3		0		0	0.0%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		1	3.3%
	Total Noncompleters	0		0		1	3.3%
All Students	Dropped Out	3	1.2%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	1	0.4%
	Total Noncompleters	3	1.2%	0	0.0%	1	0.4%

*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	21	0	118
	Number of Students with Disabilities	0	0	14
	Number of All Students	21	0	132
	Percent of Enrollment	9%	0%	66%
9-12	Number of General-Education Students	200	226	251
	Number of Students with Disabilities	0	48	30
	Number of All Students	200	274	281
	Percent of Enrollment	80%	100%	100%

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	31	97%	34	97%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	39	95%	38	100%	0	0%

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%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	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	2	#	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	6	0%	0	0%	0	0%
Writing	6	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	5	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	0	0%	3	#	0	0%
Science	0	0%	3	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	5	100%	0	0%
U.S. Hist & Gov't	0	0%	1	#	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	68	51	64	0	6	9
Number Scoring 55-100	68	51	63	0	6	8
Number Scoring 65-100	65	46	61	0	4	7
Number Scoring 85-100	43	19	40	0	0	3
Percentage of Tested Scoring 55-100	100%	100%	98%	0%	100%	89%
Percentage of Tested Scoring 65-100	96%	90%	95%	0%	67%	78%
Percentage of Tested Scoring 85-100	63%	37%	62%	0%	0%	33%
Mathematics A						
Number Tested	63	55	24	0	10	0
Number Scoring 55-100	54	43	24	0	7	0
Number Scoring 65-100	44	37	21	0	4	0
Number Scoring 85-100	13	13	15	0	1	0
Percentage of Tested Scoring 55-100	86%	78%	100%	0%	70%	0%
Percentage of Tested Scoring 65-100	70%	67%	88%	0%	40%	0%
Percentage of Tested Scoring 85-100	21%	24%	62%	0%	10%	0%
Mathematics B						
Number Tested	0	0	37	0	0	0
Number Scoring 55-100	0	0	37	0	0	0
Number Scoring 65-100	0	0	34	0	0	0
Number Scoring 85-100	0	0	14	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	38%	0%	0%	0%
Global History and Geography						
Number Tested	0	60	64	0	9	3
Number Scoring 55-100	0	56	64	0	8	#
Number Scoring 65-100	0	48	60	0	5	#
Number Scoring 85-100	0	19	32	0	1	#
Percentage of Tested Scoring 55-100	0%	93%	100%	0%	89%	#
Percentage of Tested Scoring 65-100	0%	80%	94%	0%	56%	#
Percentage of Tested Scoring 85-100	0%	32%	50%	0%	11%	#
U.S. History and Government						
Number Tested	59	54	59	0	6	7
Number Scoring 55-100	59	54	59	0	6	7
Number Scoring 65-100	50	53	58	0	5	7
Number Scoring 85-100	14	20	27	0	0	1
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	100%	100%
Percentage of Tested Scoring 65-100	85%	98%	98%	0%	83%	100%
Percentage of Tested Scoring 85-100	24%	37%	46%	0%	0%	14%

(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	0	63	66	0	10	7
Number Scoring 55-100	0	62	65	0	9	7
Number Scoring 65-100	0	59	64	0	9	6
Number Scoring 85-100	0	18	31	0	0	3
Percentage of Tested Scoring 55-100	0%	98%	98%	0%	90%	100%
Percentage of Tested Scoring 65-100	0%	94%	97%	0%	90%	86%
Percentage of Tested Scoring 85-100	0%	29%	47%	0%	0%	43%
Physical Setting/Earth Science						
Number Tested	47	56	73	0	3	5
Number Scoring 55-100	47	52	69	0	#	5
Number Scoring 65-100	45	46	64	0	#	4
Number Scoring 85-100	9	21	13	0	#	0
Percentage of Tested Scoring 55-100	100%	93%	95%	0%	#	100%
Percentage of Tested Scoring 65-100	96%	82%	88%	0%	#	80%
Percentage of Tested Scoring 85-100	19%	38%	18%	0%	#	0%
Physical Setting/Chemistry						
Number Tested	41	72	45	0	2	5
Number Scoring 55-100	40	60	37	0	#	3
Number Scoring 65-100	34	48	25	0	#	1
Number Scoring 85-100	8	10	6	0	#	1
Percentage of Tested Scoring 55-100	98%	83%	82%	0%	#	60%
Percentage of Tested Scoring 65-100	83%	67%	56%	0%	#	20%
Percentage of Tested Scoring 85-100	20%	14%	13%	0%	#	20%
Physical Setting/Physics						
Number Tested			15			0
Number Scoring 55-100			15			0
Number Scoring 65-100			15			0
Number Scoring 85-100			6			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			40%			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	9	12	14	0	0	0
Number Scoring 55-100	9	12	14	0	0	0
Number Scoring 65-100	9	12	14	0	0	0
Number Scoring 85-100	4	7	9	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	44%	58%	64%	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	39	26	28	0	0	1
Number Scoring 55-100	37	26	28	0	0	#
Number Scoring 65-100	33	25	28	0	0	#
Number Scoring 85-100	19	12	20	0	0	#
Percentage of Tested Scoring 55-100	95%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	85%	96%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	49%	46%	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	34	4	0	0	1	0
Number Scoring 55-100	30	#	0	0	#	0
Number Scoring 65-100	29	#	0	0	#	0
Number Scoring 85-100	17	#	0	0	#	0
Percentage of Tested Scoring 55-100	88%	#	0%	0%	#	0%
Percentage of Tested Scoring 65-100	85%	#	0%	0%	#	0%
Percentage of Tested Scoring 85-100	50%	#	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%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	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	57	0%	5%	39%	56%
	Students with Disabilities	9	11%	11%	67%	11%
	All Students	66	2%	6%	42%	50%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	66	0%	29%	67%	5%
	Students with Disabilities	8	0%	75%	25%	0%
	All Students	74	0%	34%	62%	4%

(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	51	51	51	7	7	7	58	58	58
Number Scoring 55–64	5	0	0	2	1	0	7	1	0
Number Scoring 65–84	23	28	14	4	5	2	27	33	16
Number Scoring 85–100	22	20	36	0	0	4	22	20	40
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			2			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			2			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			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 5-6)						
Number Tested			1			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

*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)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
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 7-8)						
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 9-12)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			2			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)