

New York State District Report Card Comprehensive Information Report

BEDS Code: 53-01-01-04-0000
 Name: Duaneburg Central School District
 Superintendent: Mark A. Villanti

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	60	61	56
First	68	64	70
Second	71	65	62
Third	72	78	66
Fourth	76	73	78
Fifth	77	82	72
Sixth	81	83	88
Ungraded Elementary	0	0	0
Seventh	71	83	82
Eighth	70	75	81
Ninth	71	74	84
Tenth	76	70	78
Eleventh	67	70	69
Twelfth	50	69	64
Ungraded Secondary	2	0	1
Total K-12 Enrollment	912	947	951

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	2	0.2%	1	0.1%	6	0.6%
Black (Not Hispanic)	6	0.7%	5	0.5%	5	0.5%
Hispanic	2	0.2%	10	1.1%	11	1.2%
White (Not Hispanic)	902	98.9%	931	98.3%	929	97.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	21	19
Common Branch	23	23	22
English Grade 8	22	25	22
Mathematics Grade 8	19	25	24
Science Grade 8	23	25	25
Social Studies Grade 8	23	25	26
English Grade 10	25	0	24
Mathematics Grade 10	25	20	18
Science Grade 10	20	14	14
Social Studies Grade 10	18	17	23

(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	1	0.1%	0	0.0%	4	0.4%
Eligible for Free Lunch	47	5.5%	45	5.1%	57	6.4%

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		95.2%		94.9%		95.6%
Student Suspensions	49	5.3%	46	5.0%	39	4.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	6.3%	9.4%	3.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	67
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	41	29	71%	60	47	78%	57	49	86%
Students with Disabilities	9	2	22%	4	1	25%	6	1	17%
All Students	50	31	62%	64	48	75%	63	50	79%

*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	25	24	1	3	6	4
Percent	40%	38%	2%	5%	10%	6%

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	1	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	1		1		4	1.4%
	Entered GED Program*	1		2		0	0.0%
	Total Noncompleters	2		3		4	1.4%
Students with Disabilities	Dropped Out	1		0		1	5.3%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		0		1	5.3%
All Students	Dropped Out	2	0.8%	1	0.4%	5	1.6%
	Entered GED Program*	1	0.4%	2	0.7%	0	0.0%
	Total Noncompleters	3	1.1%	3	1.1%	5	1.6%

*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	237	83
	Number of Students with Disabilities	0	46	0
	Number of All Students	0	283	83
	Percent of Enrollment	0%	100%	28%

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; 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	22	100%	24	96%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	36	100%	43	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%	0	0%	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	1	#	9	100%	5	100%
Science	0	0%	8	88%	6	83%
Reading	0	0%	8	100%	2	#
Writing	0	0%	7	43%	4	#
Global Studies	0	0%	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%	6	100%	0	0%
Science	6	100%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	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	69	71	58	5	9	6
Number Scoring 55-100	67	67	53	4	5	3
Number Scoring 65-100	61	60	47	3	4	2
Number Scoring 85-100	20	19	10	0	0	0
Percentage of Tested Scoring 55-100	97%	94%	91%	80%	56%	50%
Percentage of Tested Scoring 65-100	88%	85%	81%	60%	44%	33%
Percentage of Tested Scoring 85-100	29%	27%	17%	0%	0%	0%
Mathematics A						
Number Tested	58	25	57	4	6	0
Number Scoring 55-100	49	16	57	#	0	0
Number Scoring 65-100	41	14	56	#	0	0
Number Scoring 85-100	12	2	18	#	0	0
Percentage of Tested Scoring 55-100	84%	64%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	71%	56%	98%	#	0%	0%
Percentage of Tested Scoring 85-100	21%	8%	32%	#	0%	0%
Mathematics B						
Number Tested	45	58	42	2	4	1
Number Scoring 55-100	34	41	32	#	#	#
Number Scoring 65-100	28	33	24	#	#	#
Number Scoring 85-100	3	4	5	#	#	#
Percentage of Tested Scoring 55-100	76%	71%	76%	#	#	#
Percentage of Tested Scoring 65-100	62%	57%	57%	#	#	#
Percentage of Tested Scoring 85-100	7%	7%	12%	#	#	#
Global History and Geography						
Number Tested	61	66	62	4	9	1
Number Scoring 55-100	58	63	59	#	7	#
Number Scoring 65-100	49	58	53	#	6	#
Number Scoring 85-100	13	16	17	#	1	#
Percentage of Tested Scoring 55-100	95%	95%	95%	#	78%	#
Percentage of Tested Scoring 65-100	80%	88%	85%	#	67%	#
Percentage of Tested Scoring 85-100	21%	24%	27%	#	11%	#
U.S. History and Government						
Number Tested	66	67	55	4	7	5
Number Scoring 55-100	65	67	51	#	7	5
Number Scoring 65-100	58	65	48	#	6	4
Number Scoring 85-100	28	37	24	#	2	1
Percentage of Tested Scoring 55-100	98%	100%	93%	#	100%	100%
Percentage of Tested Scoring 65-100	88%	97%	87%	#	86%	80%
Percentage of Tested Scoring 85-100	42%	55%	44%	#	29%	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	60	61	67	4	7	0
Number Scoring 55-100	60	61	67	#	7	0
Number Scoring 65-100	60	57	67	#	7	0
Number Scoring 85-100	21	21	31	#	3	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	100%	0%
Percentage of Tested Scoring 65-100	100%	93%	100%	#	100%	0%
Percentage of Tested Scoring 85-100	35%	34%	46%	#	43%	0%
Physical Setting/Earth Science						
Number Tested	52	62	39	3	0	0
Number Scoring 55-100	52	60	38	#	0	0
Number Scoring 65-100	49	59	37	#	0	0
Number Scoring 85-100	14	33	17	#	0	0
Percentage of Tested Scoring 55-100	100%	97%	97%	#	0%	0%
Percentage of Tested Scoring 65-100	94%	95%	95%	#	0%	0%
Percentage of Tested Scoring 85-100	27%	53%	44%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	41	51	33	1	0	1
Number Scoring 55-100	37	50	33	#	0	#
Number Scoring 65-100	27	38	22	#	0	#
Number Scoring 85-100	2	6	5	#	0	#
Percentage of Tested Scoring 55-100	90%	98%	100%	#	0%	#
Percentage of Tested Scoring 65-100	66%	75%	67%	#	0%	#
Percentage of Tested Scoring 85-100	5%	12%	15%	#	0%	#
Physical Setting/Physics						
Number Tested			13			0
Number Scoring 55-100			13			0
Number Scoring 65-100			12			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			92%			0%
Percentage of Tested Scoring 85-100			23%			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	21	19	21	0	0	0
Number Scoring 55-100	21	19	21	0	0	0
Number Scoring 65-100	21	19	21	0	0	0
Number Scoring 85-100	12	14	15	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	57%	74%	71%	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	24	17	15	0	0	1
Number Scoring 55-100	24	17	15	0	0	#
Number Scoring 65-100	24	17	15	0	0	#
Number Scoring 85-100	19	14	12	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	79%	82%	80%	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	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%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	13	100%	0	0%	0	0%
Students with Disabilities	6	100%	1	#	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	56	0%	2%	39%	59%
	Students with Disabilities	15	7%	7%	73%	13%
	All Students	71	1%	3%	46%	49%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	70	0%	19%	73%	9%
	Students with Disabilities	11	9%	45%	45%	0%
	All Students	81	1%	22%	69%	7%

(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	60	60	60	7	7	7	67	67	67
Number Scoring 55–64	2	0	3	1	1	0	3	1	3
Number Scoring 65–84	36	21	32	2	3	3	38	24	35
Number Scoring 85–100	13	35	25	0	2	0	13	37	25
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			2			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			2			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			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)