

# New York State District Report Card Comprehensive Information Report

BEDS Code: 61-03-01-06-0000  
 Name: Dryden Central School District  
 Superintendent: Mark Crawford

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	151	139	125
First	151	140	135
Second	173	142	139
Third	155	163	134
Fourth	182	145	162
Fifth	154	176	141
Sixth	174	153	147
Ungraded Elementary	3	0	0
Seventh	157	175	174
Eighth	139	156	157
Ninth	158	155	172
Tenth	157	144	141
Eleventh	132	123	139
Twelfth	122	117	118
Ungraded Secondary	4	0	0
Total K-12 Enrollment	2012	1928	1884

## 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	22	1.1%	15	0.8%	24	1.3%
Black (Not Hispanic)	28	1.4%	39	2.0%	39	2.1%
Hispanic	10	0.5%	13	0.7%	12	0.6%
White (Not Hispanic)	1952	97.0%	1861	96.5%	1809	96.0%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	12	12	11
Common Branch	18	17	16
English Grade 8	19	21	20
Mathematics Grade 8	18	21	19
Science Grade 8	19	21	20
Social Studies Grade 8	17	22	20
English Grade 10	20	15	16
Mathematics Grade 10	19	20	18
Science Grade 10	17	18	17
Social Studies Grade 10	19	22	19

(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>	13	0.7%	7	0.4%	7	0.4%
<b>Eligible for Free Lunch</b>	387	19.2%	394	20.4%	384	20.4%

**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>		98.1%		95.2%		93.8%
<b>Student Suspensions</b>	88	4.3%	92	4.6%	60	3.1%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	5.5%	5.5%	7.6%
<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	181
Total Other Professional Staff	26
Total Paraprofessionals	60
Teaching Out of Certification*	9

\*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	101	54	53%	106	70	66%	114	74	65%
Students with Disabilities	5	0	0%	3	0	0%	3	0	0%
All Students	106	54	51%	109	70	64%	117	74	63%

\*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	45	55	1	6	6	4
Percent	38%	47%	1%	5%	5%	3%

## 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)
3	0	3	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	4		3		23	4.3%
	Entered GED Program*	9		5		8	1.5%
	Total Noncompleters	13		8		31	5.8%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		1	2.0%
	Total Noncompleters	0		0		1	2.0%
All Students	Dropped Out	4	0.7%	3	0.6%	23	3.9%
	Entered GED Program*	9	1.6%	5	0.9%	9	1.5%
	Total Noncompleters	13	2.3%	8	1.5%	32	5.5%

\*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	145	145	0
	Number of Students with Disabilities	5	5	0
	Number of All Students	150	150	0
	Percent of Enrollment	45%	47%	0%
6-8	Number of General-Education Students	0	0	185
	Number of Students with Disabilities	0	0	41
	Number of All Students	0	0	226
	Percent of Enrollment	0%	0%	47%
9-12	Number of General-Education Students	144	374	129
	Number of Students with Disabilities	52	55	11
	Number of All Students	196	429	140
	Percent of Enrollment	34%	80%	25%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	16		
Completed and Passed Regents Exams	16	100%	77%
Completed and had Course Average of 75% or More	16	100%	81%
Completed and Attained a HS Diploma or Equivalent	16	100%	96%
Completed and Whose Status is Known	16		
Completed and Were Successfully Placed	16	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	15	42%	30%
Underrepresented Gender Members Who Completed	2	33%	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	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	30	43%	7	100%	3	#

## 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	3	#	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	3	#	5	60%	1	#
Science	2	#	5	80%	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	6	67%	2	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	18	28%	19	63%
Science	3	#	14	36%	8	38%
Reading	1	#	2	#	6	83%
Writing	1	#	1	#	7	100%
Global Studies	0	0%	5	40%	2	#
U.S. Hist & Gov't	1	#	1	#	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	121	120	126	5	4	6
Number Scoring 55-100	120	115	122	4	#	2
Number Scoring 65-100	113	107	121	2	#	2
Number Scoring 85-100	75	66	83	2	#	0
Percentage of Tested Scoring 55-100	99%	96%	97%	80%	#	33%
Percentage of Tested Scoring 65-100	93%	89%	96%	40%	#	33%
Percentage of Tested Scoring 85-100	62%	55%	66%	40%	#	0%
<b>Mathematics A</b>						
Number Tested	58	174	140	3	11	8
Number Scoring 55-100	35	143	138	#	4	7
Number Scoring 65-100	11	126	128	#	4	3
Number Scoring 85-100	1	38	63	#	0	0
Percentage of Tested Scoring 55-100	60%	82%	99%	#	36%	88%
Percentage of Tested Scoring 65-100	19%	72%	91%	#	36%	38%
Percentage of Tested Scoring 85-100	2%	22%	45%	#	0%	0%
<b>Mathematics B</b>						
Number Tested	0	0	74	0	0	1
Number Scoring 55-100	0	0	72	0	0	#
Number Scoring 65-100	0	0	72	0	0	#
Number Scoring 85-100	0	0	39	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	97%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	97%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	53%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	133	10	130	8	1	3
Number Scoring 55-100	129	10	121	6	#	#
Number Scoring 65-100	122	8	110	4	#	#
Number Scoring 85-100	62	1	70	0	#	#
Percentage of Tested Scoring 55-100	97%	100%	93%	75%	#	#
Percentage of Tested Scoring 65-100	92%	80%	85%	50%	#	#
Percentage of Tested Scoring 85-100	47%	10%	54%	0%	#	#
<b>U.S. History and Government</b>						
Number Tested	127	19	125	4	0	6
Number Scoring 55-100	117	18	119	#	0	4
Number Scoring 65-100	101	10	108	#	0	1
Number Scoring 85-100	35	5	62	#	0	0
Percentage of Tested Scoring 55-100	92%	95%	95%	#	0%	67%
Percentage of Tested Scoring 65-100	80%	53%	86%	#	0%	17%
Percentage of Tested Scoring 85-100	28%	26%	50%	#	0%	0%

(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	136	2	123	10	0	5
Number Scoring 55-100	135	#	120	10	0	5
Number Scoring 65-100	131	#	112	6	0	2
Number Scoring 85-100	55	#	45	0	0	0
Percentage of Tested Scoring 55-100	99%	#	98%	100%	0%	100%
Percentage of Tested Scoring 65-100	96%	#	91%	60%	0%	40%
Percentage of Tested Scoring 85-100	40%	#	37%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	142	10	153	9	2	17
Number Scoring 55-100	130	7	130	5	#	7
Number Scoring 65-100	118	4	118	1	#	5
Number Scoring 85-100	52	0	67	0	#	1
Percentage of Tested Scoring 55-100	92%	70%	85%	56%	#	41%
Percentage of Tested Scoring 65-100	83%	40%	77%	11%	#	29%
Percentage of Tested Scoring 85-100	37%	0%	44%	0%	#	6%
<b>Physical Setting/Chemistry</b>						
Number Tested	70	4	97	1	0	0
Number Scoring 55-100	69	#	96	#	0	0
Number Scoring 65-100	64	#	80	#	0	0
Number Scoring 85-100	28	#	30	#	0	0
Percentage of Tested Scoring 55-100	99%	#	99%	#	0%	0%
Percentage of Tested Scoring 65-100	91%	#	82%	#	0%	0%
Percentage of Tested Scoring 85-100	40%	#	31%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			17			0
Number Scoring 55-100			17			0
Number Scoring 65-100			16			0
Number Scoring 85-100			4			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			94%			0%
Percentage of Tested Scoring 85-100			24%			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	25	0	1	0	0	0
Number Scoring 55-100	25	0	#	0	0	0
Number Scoring 65-100	25	0	#	0	0	0
Number Scoring 85-100	14	0	#	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	56%	0%	#	0%	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	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 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	102	0	30	0	0	0
Number Scoring 55-100	102	0	30	0	0	0
Number Scoring 65-100	101	0	26	0	0	0
Number Scoring 85-100	65	0	12	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	99%	0%	87%	0%	0%	0%
Percentage of Tested Scoring 85-100	64%	0%	40%	0%	0%	0%
<b>Comprehensive Latin</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%

(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	89	6	3	0	0	0
Number Scoring 55-100	73	3	#	0	0	0
Number Scoring 65-100	65	2	#	0	0	0
Number Scoring 85-100	32	1	#	0	0	0
Percentage of Tested Scoring 55-100	82%	50%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	73%	33%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	36%	17%	#	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	53	100%	8	75%	46	91%
Students with Disabilities	4	#	3	#	1	#

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	121	1%	6%	69%	24%
	Students with Disabilities	21	24%	19%	52%	5%
	All Students	142	4%	8%	67%	21%

## 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	134	1%	38%	51%	10%
	Students with Disabilities	27	19%	63%	19%	0%
	All Students	161	4%	42%	46%	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	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	118	118	118	4	4	4	122	122	122
Number Scoring 55–64	#	#	#	#	#	#	1	5	0
Number Scoring 65–84	#	#	#	#	#	#	53	5	56
Number Scoring 85–100	#	#	#	#	#	#	58	4	60
Approved Alternatives	#	#	#	#	#	#	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			1			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			1			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			3			2
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			3			2
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
<b>Listening and Speaking (Grade 5-6)</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 5-6)</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

\*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
<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			2			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			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)