

New York State District Report Card

Comprehensive Information Report

BEDS Code: 04-30-11-02-0000
 Name: Randolph Academy Union Free School District
 Superintendent: John Hogan

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	25	21	19
Seventh	18	28	17
Eighth	34	35	26
Ninth	30	30	32
Tenth	19	23	24
Eleventh	2	12	13
Twelfth	4	9	18
Ungraded Secondary	38	29	34
Total K-12 Enrollment	170	187	183

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	2.4%	3	1.6%	11	6.0%
Black (Not Hispanic)	33	19.4%	36	19.3%	35	19.1%
Hispanic	14	8.2%	17	9.1%	16	8.7%
White (Not Hispanic)	119	70.0%	131	70.1%	121	66.1%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	7	9	8
Mathematics Grade 8	7	9	8
Science Grade 8	7	9	8
Social Studies Grade 8	7	9	8
English Grade 10	8	6	7
Mathematics Grade 10	8	6	7
Science Grade 10	8	6	6
Social Studies Grade 10	9	6	7

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	144	84.7%	146	78.1%	153	83.6%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		0.0%		0.0%		0.0%
Student Suspensions	12	6.4%	8	4.7%	33	17.7%

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

	2002-03	2003-04	2004-05
Reduced Lunch	7.1%	6.4%	6.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	30
Total Other Professional Staff	18
Total Paraprofessionals	41
Teaching Out of Certification*	7

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	0	0	1
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	1	0	1
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	100%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	5	1
All Students	Total Graduates*	1	0	2
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	5	1

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	0	0	0	0	1	0	0	0
	Percent	0%	0%	0%	0%	100%	0%	0%	0%
Students with Disabilities	Number	0	0	0	0	0	0	0	1
	Percent	0%	0%	0%	0%	0%	0%	0%	100%
All Students	Number	0	0	0	0	1	0	0	1
	Percent	0%	0%	0%	0%	50%	0%	0%	50%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		1	8.3%	3	30.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		1	8.3%	3	30.0%
Students with Disabilities	Dropped Out	0		3	10.7%	1	2.9%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		3	10.7%	1	2.9%
All Students	Dropped Out	0	0.0%	4	10.0%	4	9.1%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	4	10.0%	4	9.1%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	5
	Number of All Students	0	0	5
	Percent of Enrollment	0%	0%	92%
6-8	Number of General-Education Students	8	0	2
	Number of Students with Disabilities	27	30	28
	Number of All Students	35	30	30
	Percent of Enrollment	45%	36%	50%
9-12	Number of General-Education Students	13	0	1
	Number of Students with Disabilities	32	25	40
	Number of All Students	45	25	41
	Percent of Enrollment	60%	28%	37%

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 2004-2005 school year; completion data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	1	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	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	3	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	2	#	2	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	6	2	0	3	1	0
Number Scoring 55-100	2	#	0	#	#	0
Number Scoring 65-100	2	#	0	#	#	0
Number Scoring 85-100	1	#	0	#	#	0
Percentage of Tested Scoring 55-100	33%	#	0%	#	#	0%
Percentage of Tested Scoring 65-100	33%	#	0%	#	#	0%
Percentage of Tested Scoring 85-100	17%	#	0%	#	#	0%
Mathematics A						
Number Tested	4	4	4	3	1	2
Number Scoring 55-100	#	#	#	#	#	#
Number Scoring 65-100	#	#	#	#	#	#
Number Scoring 85-100	#	#	#	#	#	#
Percentage of Tested Scoring 55-100	#	#	#	#	#	#
Percentage of Tested Scoring 65-100	#	#	#	#	#	#
Percentage of Tested Scoring 85-100	#	#	#	#	#	#
Mathematics B						
Number Tested	0	1	0	0	1	0
Number Scoring 55-100	0	#	0	0	#	0
Number Scoring 65-100	0	#	0	0	#	0
Number Scoring 85-100	0	#	0	0	#	0
Percentage of Tested Scoring 55-100	0%	#	0%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	#	0%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	#	0%	0%	#	0%
Global History and Geography						
Number Tested	11	6	12	7	2	9
Number Scoring 55-100	8	4	8	7	#	5
Number Scoring 65-100	4	4	6	3	#	3
Number Scoring 85-100	0	0	1	0	#	0
Percentage of Tested Scoring 55-100	73%	67%	67%	100%	#	56%
Percentage of Tested Scoring 65-100	36%	67%	50%	43%	#	33%
Percentage of Tested Scoring 85-100	0%	0%	8%	0%	#	0%
U.S. History and Government						
Number Tested	4	1	0	2	1	0
Number Scoring 55-100	#	#	0	#	#	0
Number Scoring 65-100	#	#	0	#	#	0
Number Scoring 85-100	#	#	0	#	#	0
Percentage of Tested Scoring 55-100	#	#	0%	#	#	0%
Percentage of Tested Scoring 65-100	#	#	0%	#	#	0%
Percentage of Tested Scoring 85-100	#	#	0%	#	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	6	8	9	5	3	7
Number Scoring 55-100	6	8	8	5	#	6
Number Scoring 65-100	4	6	7	4	#	5
Number Scoring 85-100	0	0	1	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	89%	100%	#	86%
Percentage of Tested Scoring 65-100	67%	75%	78%	80%	#	71%
Percentage of Tested Scoring 85-100	0%	0%	11%	0%	#	0%
Physical Setting/Earth Science						
Number Tested	1	3	2	1	0	1
Number Scoring 55-100	#	#	#	#	0	#
Number Scoring 65-100	#	#	#	#	0	#
Number Scoring 85-100	#	#	#	#	0	#
Percentage of Tested Scoring 55-100	#	#	#	#	0%	#
Percentage of Tested Scoring 65-100	#	#	#	#	0%	#
Percentage of Tested Scoring 85-100	#	#	#	#	0%	#
Physical Setting/Chemistry						
Number Tested	0	1	0	0	1	0
Number Scoring 55-100	0	#	0	0	#	0
Number Scoring 65-100	0	#	0	0	#	0
Number Scoring 85-100	0	#	0	0	#	0
Percentage of Tested Scoring 55-100	0%	#	0%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	#	0%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	#	0%	0%	#	0%
Physical Setting/Physics						
Number Tested		0	0		0	0
Number Scoring 55-100		0	0		0	0
Number Scoring 65-100		0	0		0	0
Number Scoring 85-100		0	0		0	0
Percentage of Tested Scoring 55-100		0%	0%		0%	0%
Percentage of Tested Scoring 65-100		0%	0%		0%	0%
Percentage of Tested Scoring 85-100		0%	0%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
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 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	1	0	0	0	0	0
Number Scoring 55-100	#	0	0	0	0	0
Number Scoring 65-100	#	0	0	0	0	0
Number Scoring 85-100	#	0	0	0	0	0
Percentage of Tested Scoring 55-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	0%	0%	0%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	0	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	2	#	#	#	#

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	2	#	#	#	#
	Students with Disabilities	13	#	#	#	#
	All Students	15	13%	60%	27%	0%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	0	0	0	1	1	1	1	1	1
Number Scoring 55–64	#	#	#	#	#	#	#	#	#
Number Scoring 65–84	#	#	#	#	#	#	#	#	#
Number Scoring 85–100	#	#	#	#	#	#	#	#	#
Approved Alternatives	#	#	#	#	#	#	#	#	#

(Form – J)