

New York State District Report Card Comprehensive Information Report

BEDS Code: 40-12-01-06-0000
 Name: Royalton-Hartland Central School District
 Superintendent: Paul J. Bona Jr

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	117	107	110
First	124	127	102
Second	129	122	120
Third	139	134	123
Fourth	121	127	129
Fifth	113	118	123
Sixth	122	115	116
Ungraded Elementary	18	13	14
Seventh	125	125	117
Eighth	153	130	128
Ninth	155	153	137
Tenth	121	147	151
Eleventh	152	120	135
Twelfth	128	144	109
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1717	1682	1614

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	7	0.4%	5	0.3%	8	0.5%
Black (Not Hispanic)	25	1.5%	16	1.0%	26	1.6%
Hispanic	13	0.8%	6	0.4%	10	0.6%
White (Not Hispanic)	1672	97.4%	1655	98.4%	1570	97.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	18	18
Common Branch	19	21	20
English Grade 8	18	21	20
Mathematics Grade 8	17	21	20
Science Grade 8	21	18	21
Social Studies Grade 8	14	21	21
English Grade 10	20	23	23
Mathematics Grade 10	22	19	16
Science Grade 10	18	16	17
Social Studies Grade 10	18	25	19

(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	10	0.6%	5	0.3%	7	0.4%
Eligible for Free Lunch	234	13.6%	227	13.5%	187	11.6%

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		96.1%		95.8%		95.9%
Student Suspensions	60	3.4%	49	2.9%	6	0.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	5.2%	6.7%	8.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	134
Total Other Professional Staff	16
Total Paraprofessionals	27
Teaching Out of Certification*	5

*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*	4	120	92
	Regents Diplomas	0	91	86
	% Regents Diplomas	0%	76%	93%
	Regents Diplomas with Advanced Designation**			53
	% Regents Diplomas with Advanced Designation			58%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	0	13	6
	Regents Diplomas	0	4	4
	% Regents Diplomas	0%	31%	67%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates	0	6	5
All Students	Total Graduates*	4	133	98
	Regents Diplomas	0	95	90
	% Regents Diplomas	0%	71%	92%
	Regents Diplomas with Advanced Designation**			55
	% Regents Diplomas with Advanced Designation			56%
	IEP Diplomas or Local Certificates	0	6	5

* 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	46	23	5	2	5	0	0	11
	Percent	50%	25%	5%	2%	5%	0%	0%	12%
Students with Disabilities	Number	0	4	0	2	0	0	0	0
	Percent	0%	67%	0%	33%	0%	0%	0%	0%
All Students	Number	46	27	5	4	5	0	0	11
	Percent	47%	28%	5%	4%	5%	0%	0%	11%

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	11		10	2.0%	11	2.3%
	Entered GED Program*	2		1	0.2%	3	0.6%
	Total Noncompleters	13		11	2.2%	14	2.9%
Students with Disabilities	Dropped Out	5		3	3.6%	3	5.1%
	Entered GED Program*	0		2	2.4%	1	1.7%
	Total Noncompleters	5		5	6.0%	4	6.8%
All Students	Dropped Out	16	2.9%	13	2.3%	14	2.6%
	Entered GED Program*	2	0.4%	3	0.5%	4	0.7%
	Total Noncompleters	18	3.2%	16	2.8%	18	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	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	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	54	129	129
	Number of Students with Disabilities	21	15	15
	Number of All Students	75	144	144
	Percent of Enrollment	13%	26%	27%

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; completer 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	36	92%	4	#	37	89%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	108	94%	10	70%	89	84%

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	1	#	0	0%	0	0%

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	0	0%	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%

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	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
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	157	109	133	12	7	15
Number Scoring 55-100	151	109	131	9	7	13
Number Scoring 65-100	141	104	122	5	7	10
Number Scoring 85-100	68	51	45	0	0	1
Percentage of Tested Scoring 55-100	96%	100%	98%	75%	100%	87%
Percentage of Tested Scoring 65-100	90%	95%	92%	42%	100%	67%
Percentage of Tested Scoring 85-100	43%	47%	34%	0%	0%	7%
Mathematics A						
Number Tested	150	151	128	7	6	18
Number Scoring 55-100	131	151	128	5	6	18
Number Scoring 65-100	111	141	120	4	5	17
Number Scoring 85-100	15	39	22	0	1	1
Percentage of Tested Scoring 55-100	87%	100%	100%	71%	100%	100%
Percentage of Tested Scoring 65-100	74%	93%	94%	57%	83%	94%
Percentage of Tested Scoring 85-100	10%	26%	17%	0%	17%	6%
Mathematics B						
Number Tested	2	84	82	1	3	2
Number Scoring 55-100	#	70	64	#	#	#
Number Scoring 65-100	#	57	51	#	#	#
Number Scoring 85-100	#	8	10	#	#	#
Percentage of Tested Scoring 55-100	#	83%	78%	#	#	#
Percentage of Tested Scoring 65-100	#	68%	62%	#	#	#
Percentage of Tested Scoring 85-100	#	10%	12%	#	#	#
Global History and Geography						
Number Tested	133	149	164	11	15	11
Number Scoring 55-100	114	126	144	9	15	11
Number Scoring 65-100	105	104	127	8	9	9
Number Scoring 85-100	25	33	39	0	1	0
Percentage of Tested Scoring 55-100	86%	85%	88%	82%	100%	100%
Percentage of Tested Scoring 65-100	79%	70%	77%	73%	60%	82%
Percentage of Tested Scoring 85-100	19%	22%	24%	0%	7%	0%
U.S. History and Government						
Number Tested	158	114	135	12	8	15
Number Scoring 55-100	147	109	115	8	7	11
Number Scoring 65-100	131	97	106	6	6	8
Number Scoring 85-100	46	48	51	1	0	1
Percentage of Tested Scoring 55-100	93%	96%	85%	67%	88%	73%
Percentage of Tested Scoring 65-100	83%	85%	79%	50%	75%	53%
Percentage of Tested Scoring 85-100	29%	42%	38%	8%	0%	7%

(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	120	135	116	11	16	8
Number Scoring 55-100	114	135	114	9	16	8
Number Scoring 65-100	114	130	109	9	14	8
Number Scoring 85-100	39	39	28	0	2	0
Percentage of Tested Scoring 55-100	95%	100%	98%	82%	100%	100%
Percentage of Tested Scoring 65-100	95%	96%	94%	82%	88%	100%
Percentage of Tested Scoring 85-100	33%	29%	24%	0%	12%	0%
Physical Setting/Earth Science						
Number Tested	163	109	162	17	13	7
Number Scoring 55-100	147	92	149	13	10	5
Number Scoring 65-100	136	78	138	12	8	4
Number Scoring 85-100	69	15	59	3	0	0
Percentage of Tested Scoring 55-100	90%	84%	92%	76%	77%	71%
Percentage of Tested Scoring 65-100	83%	72%	85%	71%	62%	57%
Percentage of Tested Scoring 85-100	42%	14%	36%	18%	0%	0%
Physical Setting/Chemistry						
Number Tested	59	48	66	1	1	1
Number Scoring 55-100	57	46	64	#	#	#
Number Scoring 65-100	53	37	52	#	#	#
Number Scoring 85-100	12	6	14	#	#	#
Percentage of Tested Scoring 55-100	97%	96%	97%	#	#	#
Percentage of Tested Scoring 65-100	90%	77%	79%	#	#	#
Percentage of Tested Scoring 85-100	20%	12%	21%	#	#	#
Physical Setting/Physics						
Number Tested		30	22		0	0
Number Scoring 55-100		30	21		0	0
Number Scoring 65-100		29	21		0	0
Number Scoring 85-100		5	12		0	0
Percentage of Tested Scoring 55-100		100%	95%		0%	0%
Percentage of Tested Scoring 65-100		97%	95%		0%	0%
Percentage of Tested Scoring 85-100		17%	55%		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	29	18	22	0	0	0
Number Scoring 55-100	29	18	21	0	0	0
Number Scoring 65-100	27	18	20	0	0	0
Number Scoring 85-100	11	8	10	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	93%	100%	91%	0%	0%	0%
Percentage of Tested Scoring 85-100	38%	44%	45%	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	57	52	46	0	0	0
Number Scoring 55-100	56	52	46	0	0	0
Number Scoring 65-100	54	51	44	0	0	0
Number Scoring 85-100	34	37	34	0	0	0
Percentage of Tested Scoring 55-100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	98%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	60%	71%	74%	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	106	0%	6%	59%	35%
	Students with Disabilities	17	29%	12%	59%	0%
	All Students	123	4%	7%	59%	30%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	112	1%	29%	62%	8%
	Students with Disabilities	15	13%	53%	33%	0%
	All Students	127	2%	32%	58%	7%

(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	2	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	96	96	96	14	14	14	110	110	110
Number Scoring 55–64	3	4	1	0	1	1	3	5	2
Number Scoring 65–84	65	42	41	6	6	5	71	48	46
Number Scoring 85–100	25	47	54	0	0	4	25	47	58
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		3	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade K-1)						
Number Tested		3	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		1	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		1	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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)