

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	55	61	62
First	67	60	59
Second	57	65	61
Third	60	53	65
Fourth	71	60	54
Fifth	68	67	60
Sixth	58	67	68
Ungraded Elementary	4	6	0
Seventh	79	56	69
Eighth	73	76	55
Ninth	73	81	88
Tenth	66	68	75
Eleventh	65	67	66
Twelfth	70	65	64
Ungraded Secondary	0	0	0
Total K-12 Enrollment	866	852	846

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	0.8%	4	0.5%	11	1.3%
Black (Not Hispanic)	13	1.5%	4	0.5%	7	0.8%
Hispanic	29	3.3%	25	2.9%	28	3.3%
White (Not Hispanic)	817	94.3%	819	96.1%	800	94.6%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	20	20
Common Branch	19	20	19
English Grade 8	17	18	15
Mathematics Grade 8	20	23	18
Science Grade 8	18	18	17
Social Studies Grade 8	0	17	17
English Grade 10	21	5	0
Mathematics Grade 10	15	17	27
Science Grade 10	20	16	17
Social Studies Grade 10	21	22	17

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	14	1.6%	11	1.3%	12	1.4%
Eligible for Free Lunch	24	2.8%	25	2.9%	32	3.8%

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		95.3%		95.4%		95.8%
Student Suspensions	10	1.1%	11	1.3%	7	0.8%

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

	2002-03	2003-04	2004-05
Reduced Lunch	0.5%	0.8%	1.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	73
Total Other Professional Staff	10
Total Paraprofessionals	28
Teaching Out of Certification*	3

*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*	52	53	48
	Regents Diplomas	36	39	43
	% Regents Diplomas	69%	74%	90%
	Regents Diplomas with Advanced Designation**			19
	% Regents Diplomas with Advanced Designation			40%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	11	6	13
	Regents Diplomas	2	0	6
	% Regents Diplomas	18%	0%	46%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	0	0
All Students	Total Graduates*	63	59	61
	Regents Diplomas	38	39	49
	% Regents Diplomas	60%	66%	80%
	Regents Diplomas with Advanced Designation**			19
	% Regents Diplomas with Advanced Designation			31%
	IEP Diplomas or Local Certificates	1	0	0

* 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	38	10	0	0	0	0	0	0
	Percent	79%	21%	0%	0%	0%	0%	0%	0%
Students with Disabilities	Number	3	8	1	0	1	0	0	0
	Percent	23%	62%	8%	0%	8%	0%	0%	0%
All Students	Number	41	18	1	0	1	0	0	0
	Percent	67%	30%	2%	0%	2%	0%	0%	0%

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

*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	118	111
	Number of Students with Disabilities	0	14	13
	Number of All Students	0	132	124
	Percent of Enrollment	0%	66%	65%
9-12	Number of General-Education Students	226	251	260
	Number of Students with Disabilities	48	30	33
	Number of All Students	274	281	293
	Percent of Enrollment	100%	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 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	34	97%	0	0%	16	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	38	100%	0	0%	22	100%

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%	3	#
Science	0	0%	0	0%	3	#
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	3	#	0	0%	1	#
Science	3	#	0	0%	0	0%
Reading	1	#	0	0%	1	#
Writing	1	#	0	0%	0	0%
Global Studies	5	100%	0	0%	1	#
U.S. Hist & Gov't	1	#	0	0%	2	#

(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	51	64	65	6	9	5
Number Scoring 55-100	51	63	65	6	8	5
Number Scoring 65-100	46	61	65	4	7	5
Number Scoring 85-100	19	40	30	0	3	1
Percentage of Tested Scoring 55-100	100%	98%	100%	100%	89%	100%
Percentage of Tested Scoring 65-100	90%	95%	100%	67%	78%	100%
Percentage of Tested Scoring 85-100	37%	62%	46%	0%	33%	20%
Mathematics A						
Number Tested	55	24	80	10	0	9
Number Scoring 55-100	43	24	80	7	0	9
Number Scoring 65-100	37	21	79	4	0	9
Number Scoring 85-100	13	15	36	1	0	1
Percentage of Tested Scoring 55-100	78%	100%	100%	70%	0%	100%
Percentage of Tested Scoring 65-100	67%	88%	99%	40%	0%	100%
Percentage of Tested Scoring 85-100	24%	62%	45%	10%	0%	11%
Mathematics B						
Number Tested	0	37	25	0	0	1
Number Scoring 55-100	0	37	24	0	0	#
Number Scoring 65-100	0	34	24	0	0	#
Number Scoring 85-100	0	14	11	0	0	#
Percentage of Tested Scoring 55-100	0%	100%	96%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	92%	96%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	38%	44%	0%	0%	#
Global History and Geography						
Number Tested	60	64	71	9	3	8
Number Scoring 55-100	56	64	68	8	#	8
Number Scoring 65-100	48	60	66	5	#	8
Number Scoring 85-100	19	32	39	1	#	4
Percentage of Tested Scoring 55-100	93%	100%	96%	89%	#	100%
Percentage of Tested Scoring 65-100	80%	94%	93%	56%	#	100%
Percentage of Tested Scoring 85-100	32%	50%	55%	11%	#	50%
U.S. History and Government						
Number Tested	54	59	63	6	7	5
Number Scoring 55-100	54	59	60	6	7	3
Number Scoring 65-100	53	58	56	5	7	2
Number Scoring 85-100	20	27	42	0	1	0
Percentage of Tested Scoring 55-100	100%	100%	95%	100%	100%	60%
Percentage of Tested Scoring 65-100	98%	98%	89%	83%	100%	40%
Percentage of Tested Scoring 85-100	37%	46%	67%	0%	14%	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	63	66	68	10	7	6
Number Scoring 55-100	62	65	66	9	7	6
Number Scoring 65-100	59	64	66	9	6	6
Number Scoring 85-100	18	31	29	0	3	1
Percentage of Tested Scoring 55-100	98%	98%	97%	90%	100%	100%
Percentage of Tested Scoring 65-100	94%	97%	97%	90%	86%	100%
Percentage of Tested Scoring 85-100	29%	47%	43%	0%	43%	17%
Physical Setting/Earth Science						
Number Tested	56	73	82	3	5	2
Number Scoring 55-100	52	69	79	#	5	#
Number Scoring 65-100	46	64	71	#	4	#
Number Scoring 85-100	21	13	25	#	0	#
Percentage of Tested Scoring 55-100	93%	95%	96%	#	100%	#
Percentage of Tested Scoring 65-100	82%	88%	87%	#	80%	#
Percentage of Tested Scoring 85-100	38%	18%	30%	#	0%	#
Physical Setting/Chemistry						
Number Tested	72	45	43	2	5	1
Number Scoring 55-100	60	37	38	#	3	#
Number Scoring 65-100	48	25	32	#	1	#
Number Scoring 85-100	10	6	3	#	1	#
Percentage of Tested Scoring 55-100	83%	82%	88%	#	60%	#
Percentage of Tested Scoring 65-100	67%	56%	74%	#	20%	#
Percentage of Tested Scoring 85-100	14%	13%	7%	#	20%	#
Physical Setting/Physics						
Number Tested		15	13		0	0
Number Scoring 55-100		15	10		0	0
Number Scoring 65-100		15	10		0	0
Number Scoring 85-100		6	5		0	0
Percentage of Tested Scoring 55-100		100%	77%		0%	0%
Percentage of Tested Scoring 65-100		100%	77%		0%	0%
Percentage of Tested Scoring 85-100		40%	38%		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	12	14	20	0	0	0
Number Scoring 55-100	12	14	20	0	0	0
Number Scoring 65-100	12	14	20	0	0	0
Number Scoring 85-100	7	9	14	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	58%	64%	70%	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	26	28	37	0	1	2
Number Scoring 55-100	26	28	37	0	#	#
Number Scoring 65-100	25	28	37	0	#	#
Number Scoring 85-100	12	20	23	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	96%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	46%	71%	62%	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	54	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	57	2%	5%	49%	44%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	50	2%	8%	66%	24%
	Students with Disabilities	6	17%	33%	50%	0%
	All Students	56	4%	11%	64%	21%

(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	51	51	51	13	13	13	64	64	64
Number Scoring 55–64	3	1	1	2	0	1	5	1	2
Number Scoring 65–84	25	24	23	6	7	9	31	31	32
Number Scoring 85–100	19	25	25	1	1	1	20	26	26
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	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade K–1)						
Number Tested		3	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 2–4)						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 2–4)						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 5–6)						
Number Tested		1	1		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	0
Reading and Writing (Grade 5–6)						
Number Tested		1	1		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		2	1		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
Reading and Writing (Grade 9–12)						
Number Tested		2	1		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		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)