

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	61	56	67
First	64	70	58
Second	65	62	66
Third	78	66	68
Fourth	73	78	63
Fifth	82	72	74
Sixth	83	88	72
Ungraded Elementary	0	0	0
Seventh	83	82	84
Eighth	75	81	78
Ninth	74	84	83
Tenth	70	78	77
Eleventh	70	69	77
Twelfth	69	64	63
Ungraded Secondary	0	1	0
Total K-12 Enrollment	947	951	930

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	1	0.1%	6	0.6%	5	0.5%
Black (Not Hispanic)	5	0.5%	5	0.5%	4	0.4%
Hispanic	10	1.1%	11	1.2%	17	1.8%
White (Not Hispanic)	931	98.3%	929	97.7%	904	97.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	21	19	22
Common Branch	23	22	21
English Grade 8	25	22	26
Mathematics Grade 8	25	24	24
Science Grade 8	25	25	26
Social Studies Grade 8	25	26	25
English Grade 10	0	24	19
Mathematics Grade 10	20	18	17
Science Grade 10	14	14	14
Social Studies Grade 10	17	23	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	4	0.4%	4	0.4%
Eligible for Free Lunch	45	5.1%	57	6.4%	42	4.9%

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		94.9%		95.6%		96.0%
Student Suspensions	46	5.0%	39	4.1%	29	3.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	9.4%	3.7%	4.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	72
Total Other Professional Staff	9
Total Paraprofessionals	29
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*	60	57	47
	Regents Diplomas	47	49	38
	% Regents Diplomas	78%	86%	81%
	Regents Diplomas with Advanced Designation**			27
	% Regents Diplomas with Advanced Designation			57%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	4	6	5
	Regents Diplomas	1	1	2
	% Regents Diplomas	25%	17%	40%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			20%
	IEP Diplomas or Local Certificates	4	0	0
All Students	Total Graduates*	64	63	52
	Regents Diplomas	48	50	40
	% Regents Diplomas	75%	79%	77%
	Regents Diplomas with Advanced Designation**			28
	% Regents Diplomas with Advanced Designation			54%
	IEP Diplomas or Local Certificates	4	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	18	22	0	0	6	0	0	1
	Percent	38%	47%	0%	0%	13%	0%	0%	2%
Students with Disabilities	Number	1	4	0	0	0	0	0	0
	Percent	20%	80%	0%	0%	0%	0%	0%	0%
All Students	Number	19	26	0	0	6	0	0	1
	Percent	37%	50%	0%	0%	12%	0%	0%	2%

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	1		4	1.4%	2	0.7%
	Entered GED Program*	2		0	0.0%	0	0.0%
	Total Noncompleters	3		4	1.4%	2	0.7%
Students with Disabilities	Dropped Out	0		1	5.3%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		1	5.3%	0	0.0%
All Students	Dropped Out	1	0.4%	5	1.6%	2	0.6%
	Entered GED Program*	2	0.7%	0	0.0%	0	0.0%
	Total Noncompleters	3	1.1%	5	1.6%	2	0.6%

*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	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	193
	Number of Students with Disabilities	0	0	41
	Number of All Students	0	0	234
	Percent of Enrollment	0%	0%	100%
9-12	Number of General-Education Students	237	83	252
	Number of Students with Disabilities	46	0	48
	Number of All Students	283	83	300
	Percent of Enrollment	100%	28%	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; 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	24	96%	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	43	100%	0	0%	0	0%

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%	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	9	100%	5	100%	0	0%
Science	8	88%	6	83%	0	0%
Reading	8	100%	2	#	0	0%
Writing	7	43%	4	#	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	6	100%	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%

(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	71	58	65	9	6	1
Number Scoring 55-100	67	53	61	5	3	#
Number Scoring 65-100	60	47	54	4	2	#
Number Scoring 85-100	19	10	19	0	0	#
Percentage of Tested Scoring 55-100	94%	91%	94%	56%	50%	#
Percentage of Tested Scoring 65-100	85%	81%	83%	44%	33%	#
Percentage of Tested Scoring 85-100	27%	17%	29%	0%	0%	#
Mathematics A						
Number Tested	25	57	59	6	0	0
Number Scoring 55-100	16	57	59	0	0	0
Number Scoring 65-100	14	56	58	0	0	0
Number Scoring 85-100	2	18	16	0	0	0
Percentage of Tested Scoring 55-100	64%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	56%	98%	98%	0%	0%	0%
Percentage of Tested Scoring 85-100	8%	32%	27%	0%	0%	0%
Mathematics B						
Number Tested	58	42	44	4	1	0
Number Scoring 55-100	41	32	28	#	#	0
Number Scoring 65-100	33	24	17	#	#	0
Number Scoring 85-100	4	5	0	#	#	0
Percentage of Tested Scoring 55-100	71%	76%	64%	#	#	0%
Percentage of Tested Scoring 65-100	57%	57%	39%	#	#	0%
Percentage of Tested Scoring 85-100	7%	12%	0%	#	#	0%
Global History and Geography						
Number Tested	66	62	76	9	1	0
Number Scoring 55-100	63	59	72	7	#	0
Number Scoring 65-100	58	53	61	6	#	0
Number Scoring 85-100	16	17	24	1	#	0
Percentage of Tested Scoring 55-100	95%	95%	95%	78%	#	0%
Percentage of Tested Scoring 65-100	88%	85%	80%	67%	#	0%
Percentage of Tested Scoring 85-100	24%	27%	32%	11%	#	0%
U.S. History and Government						
Number Tested	67	55	72	7	5	1
Number Scoring 55-100	67	51	68	7	5	#
Number Scoring 65-100	65	48	60	6	4	#
Number Scoring 85-100	37	24	28	2	1	#
Percentage of Tested Scoring 55-100	100%	93%	94%	100%	100%	#
Percentage of Tested Scoring 65-100	97%	87%	83%	86%	80%	#
Percentage of Tested Scoring 85-100	55%	44%	39%	29%	20%	#

(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	61	67	59	7	0	0
Number Scoring 55-100	61	67	59	7	0	0
Number Scoring 65-100	57	67	59	7	0	0
Number Scoring 85-100	21	31	39	3	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	0%	0%
Percentage of Tested Scoring 65-100	93%	100%	100%	100%	0%	0%
Percentage of Tested Scoring 85-100	34%	46%	66%	43%	0%	0%
Physical Setting/Earth Science						
Number Tested	62	39	48	0	0	0
Number Scoring 55-100	60	38	48	0	0	0
Number Scoring 65-100	59	37	48	0	0	0
Number Scoring 85-100	33	17	23	0	0	0
Percentage of Tested Scoring 55-100	97%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	53%	44%	48%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	51	33	50	0	1	0
Number Scoring 55-100	50	33	49	0	#	0
Number Scoring 65-100	38	22	46	0	#	0
Number Scoring 85-100	6	5	9	0	#	0
Percentage of Tested Scoring 55-100	98%	100%	98%	0%	#	0%
Percentage of Tested Scoring 65-100	75%	67%	92%	0%	#	0%
Percentage of Tested Scoring 85-100	12%	15%	18%	0%	#	0%
Physical Setting/Physics						
Number Tested		13	13		0	1
Number Scoring 55-100		13	11		0	#
Number Scoring 65-100		12	11		0	#
Number Scoring 85-100		3	6		0	#
Percentage of Tested Scoring 55-100		100%	85%		0%	#
Percentage of Tested Scoring 65-100		92%	85%		0%	#
Percentage of Tested Scoring 85-100		23%	46%		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	19	21	0	0	0	0
Number Scoring 55-100	19	21	0	0	0	0
Number Scoring 65-100	19	21	0	0	0	0
Number Scoring 85-100	14	15	0	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	74%	71%	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	17	15	22	0	1	0
Number Scoring 55-100	17	15	21	0	#	0
Number Scoring 65-100	17	15	21	0	#	0
Number Scoring 85-100	14	12	19	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	95%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	95%	0%	#	0%
Percentage of Tested Scoring 85-100	82%	80%	86%	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	54	0%	0%	39%	61%
	Students with Disabilities	19	16%	16%	68%	0%
	All Students	73	4%	4%	47%	45%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	75	0%	5%	75%	20%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	75	0%	5%	75%	20%

(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	1	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	53	53	53	7	7	7	60	60	60
Number Scoring 55–64	3	4	2	2	2	0	5	6	2
Number Scoring 65–84	29	21	31	3	2	4	32	23	35
Number Scoring 85–100	14	21	18	1	1	2	15	22	20
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		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade K-1)						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 5-6)						
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 5-6)						
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

*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)