

New York State District Report Card Comprehensive Information Report

BEDS Code: 42-09-01-06-0000
 Name: Baldwinsville Central School District
 Superintendent: Jeanne M. Dangle

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	393	380	391
First	424	415	400
Second	424	419	419
Third	459	450	447
Fourth	461	464	458
Fifth	448	467	469
Sixth	505	493	492
Ungraded Elementary	6	9	0
Seventh	483	508	507
Eighth	442	454	514
Ninth	470	440	487
Tenth	491	419	453
Eleventh	396	464	426
Twelfth	359	374	447
Ungraded Secondary	7	44	50
Total K-12 Enrollment	5768	5800	5960

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	71	1.2%	67	1.2%	66	1.1%
Black (Not Hispanic)	82	1.4%	83	1.4%	76	1.3%
Hispanic	35	0.6%	39	0.7%	50	0.8%
White (Not Hispanic)	5580	96.7%	5611	96.7%	5768	96.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	20	18
Common Branch	23	23	23
English Grade 8	22	24	25
Mathematics Grade 8	23	24	26
Science Grade 8	20	21	23
Social Studies Grade 8	23	24	25
English Grade 10	22	23	23
Mathematics Grade 10	23	22	22
Science Grade 10	22	23	24
Social Studies Grade 10	23	24	24

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	26	0.5%	16	0.3%	29	0.5%
Eligible for Free Lunch	319	5.9%	508	9.4%	441	7.9%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.3%		95.7%		95.9%
Student Suspensions	257	4.5%	244	4.2%	244	4.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.6%	4.5%	3.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	426
Total Other Professional Staff	57
Total Paraprofessionals	163
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 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	281	233	83%	317	263	83%	356	323	91%
Students with Disabilities	39	17	44%	31	10	32%	51	31	61%
All Students	320	250	78%	348	273	78%	407	354	87%

*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	247	108	7	14	21	10
Percent	61%	27%	2%	3%	5%	2%

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)
51	31	11	62

*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	7		9		16	1.0%
	Entered GED Program*	14		28		37	2.4%
	Total Noncompleters	21		37		53	3.4%
Students with Disabilities	Dropped Out	6		5		3	1.0%
	Entered GED Program*	4		3		5	1.6%
	Total Noncompleters	10		8		8	2.6%
All Students	Dropped Out	13	0.8%	14	0.8%	19	1.0%
	Entered GED Program*	18	1.0%	31	1.8%	42	2.2%
	Total Noncompleters	31	1.8%	45	2.6%	61	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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	1%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	440	386	853
	Number of Students with Disabilities	102	80	159
	Number of All Students	542	466	1012
	Percent of Enrollment	38%	32%	66%
9-12	Number of General-Education Students	1306	1414	1554
	Number of Students with Disabilities	79	283	309
	Number of All Students	1385	1697	1863
	Percent of Enrollment	80%	98%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	40		
Completed and Passed Regents Exams	39	97%	77%
Completed and had Course Average of 75% or More	35	88%	81%
Completed and Attained a HS Diploma or Equivalent	39	97%	96%
Completed and Whose Status is Known	17		
Completed and Were Successfully Placed	17	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	5	19%	30%
Underrepresented Gender Members Who Completed	3	20%	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	123	98%	117	95%	119	92%
German	24	100%	47	94%	41	90%
Italian	0	0%	0	0%	0	0%
Latin	48	94%	45	84%	27	96%
Spanish	209	85%	225	95%	281	90%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	10	100%	2	#	4	#
German	2	#	3	#	3	0%
Italian	0	0%	0	0%	0	0%
Latin	2	#	1	#	1	#
Spanish	27	56%	21	86%	28	57%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	3	#
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	2	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	3	#	2	#
U.S. Hist & Gov't	1	#	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	79%	61	90%	23	91%
Science	13	85%	0	0%	5	100%
Reading	14	93%	17	76%	22	91%
Writing	5	100%	9	89%	23	100%
Global Studies	4	#	21	71%	3	#
U.S. Hist & Gov't	2	#	3	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	368	470	447	41	62	67
Number Scoring 55-100	344	443	433	32	50	56
Number Scoring 65-100	325	413	405	23	40	38
Number Scoring 85-100	195	198	245	1	4	6
Percentage of Tested Scoring 55-100	93%	94%	97%	78%	81%	84%
Percentage of Tested Scoring 65-100	88%	88%	91%	56%	65%	57%
Percentage of Tested Scoring 85-100	53%	42%	55%	2%	6%	9%
Mathematics A						
Number Tested	135	501	439	32	76	48
Number Scoring 55-100	68	480	439	16	64	48
Number Scoring 65-100	34	448	429	5	55	45
Number Scoring 85-100	1	159	224	0	2	6
Percentage of Tested Scoring 55-100	50%	96%	100%	50%	84%	100%
Percentage of Tested Scoring 65-100	25%	89%	98%	16%	72%	94%
Percentage of Tested Scoring 85-100	1%	32%	51%	0%	3%	12%
Mathematics B						
Number Tested	0	44	228	0	0	11
Number Scoring 55-100	0	44	222	0	0	9
Number Scoring 65-100	0	44	210	0	0	6
Number Scoring 85-100	0	34	97	0	0	2
Percentage of Tested Scoring 55-100	0%	100%	97%	0%	0%	82%
Percentage of Tested Scoring 65-100	0%	100%	92%	0%	0%	55%
Percentage of Tested Scoring 85-100	0%	77%	43%	0%	0%	18%
Global History and Geography						
Number Tested	106	456	452	11	67	61
Number Scoring 55-100	104	436	418	11	56	48
Number Scoring 65-100	94	410	385	9	48	35
Number Scoring 85-100	18	210	174	2	6	7
Percentage of Tested Scoring 55-100	98%	96%	92%	100%	84%	79%
Percentage of Tested Scoring 65-100	89%	90%	85%	82%	72%	57%
Percentage of Tested Scoring 85-100	17%	46%	38%	18%	9%	11%
U.S. History and Government						
Number Tested	403	472	408	46	56	51
Number Scoring 55-100	391	464	403	43	56	49
Number Scoring 65-100	357	447	390	37	52	43
Number Scoring 85-100	131	234	266	5	12	15
Percentage of Tested Scoring 55-100	97%	98%	99%	93%	100%	96%
Percentage of Tested Scoring 65-100	89%	95%	96%	80%	93%	84%
Percentage of Tested Scoring 85-100	33%	50%	65%	11%	21%	29%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	451	432	416	53	52	55
Number Scoring 55-100	447	428	412	53	50	53
Number Scoring 65-100	441	422	403	50	48	48
Number Scoring 85-100	165	194	197	3	7	10
Percentage of Tested Scoring 55-100	99%	99%	99%	100%	96%	96%
Percentage of Tested Scoring 65-100	98%	98%	97%	94%	92%	87%
Percentage of Tested Scoring 85-100	37%	45%	47%	6%	13%	18%
Physical Setting/Earth Science						
Number Tested	447	427	414	62	51	50
Number Scoring 55-100	436	416	388	60	49	44
Number Scoring 65-100	416	400	355	50	42	34
Number Scoring 85-100	234	226	152	10	12	10
Percentage of Tested Scoring 55-100	98%	97%	94%	97%	96%	88%
Percentage of Tested Scoring 65-100	93%	94%	86%	81%	82%	68%
Percentage of Tested Scoring 85-100	52%	53%	37%	16%	24%	20%
Physical Setting/Chemistry						
Number Tested	299	391	365	15	26	25
Number Scoring 55-100	272	362	343	12	25	19
Number Scoring 65-100	221	288	279	8	16	12
Number Scoring 85-100	48	57	47	2	1	1
Percentage of Tested Scoring 55-100	91%	93%	94%	80%	96%	76%
Percentage of Tested Scoring 65-100	74%	74%	76%	53%	62%	48%
Percentage of Tested Scoring 85-100	16%	15%	13%	13%	4%	4%
Physical Setting/Physics						
Number Tested			198			9
Number Scoring 55-100			197			9
Number Scoring 65-100			188			8
Number Scoring 85-100			57			0
Percentage of Tested Scoring 55-100			99%			100%
Percentage of Tested Scoring 65-100			95%			89%
Percentage of Tested Scoring 85-100			29%			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
Comprehensive French						
Number Tested	89	104	106	5	2	5
Number Scoring 55-100	86	104	105	4	#	5
Number Scoring 65-100	80	102	105	3	#	5
Number Scoring 85-100	30	64	64	0	#	0
Percentage of Tested Scoring 55-100	97%	100%	99%	80%	#	100%
Percentage of Tested Scoring 65-100	90%	98%	99%	60%	#	100%
Percentage of Tested Scoring 85-100	34%	62%	60%	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	25	25	17	1	0	0
Number Scoring 55-100	25	25	17	#	0	0
Number Scoring 65-100	25	25	17	#	0	0
Number Scoring 85-100	13	20	11	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	52%	80%	65%	#	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	192	167	151	15	9	7
Number Scoring 55-100	189	165	150	15	9	7
Number Scoring 65-100	185	162	148	14	8	7
Number Scoring 85-100	107	99	95	3	1	3
Percentage of Tested Scoring 55-100	98%	99%	99%	100%	100%	100%
Percentage of Tested Scoring 65-100	96%	97%	98%	93%	89%	100%
Percentage of Tested Scoring 85-100	56%	59%	63%	20%	11%	43%
Comprehensive Latin						
Number Tested	32	30	45	0	0	2
Number Scoring 55-100	32	30	45	0	0	#
Number Scoring 65-100	28	30	44	0	0	#
Number Scoring 85-100	10	10	20	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	88%	100%	98%	0%	0%	#
Percentage of Tested Scoring 85-100	31%	33%	44%	0%	0%	#

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	208	239	12	6	8	1
Number Scoring 55-100	199	225	12	6	8	#
Number Scoring 65-100	191	216	12	6	7	#
Number Scoring 85-100	133	98	3	5	2	#
Percentage of Tested Scoring 55-100	96%	94%	100%	100%	100%	#
Percentage of Tested Scoring 65-100	92%	90%	100%	100%	88%	#
Percentage of Tested Scoring 85-100	64%	41%	25%	83%	25%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	104	99%	77	90%	91	99%
Students with Disabilities	26	96%	22	82%	14	86%

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
Nov 2003	General-Education Students	404	2%	2%	56%	39%
	Students with Disabilities	63	11%	17%	67%	5%
	All Students	467	3%	4%	58%	34%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	428	1%	20%	55%	24%
	Students with Disabilities	67	19%	52%	25%	3%
	All Students	495	4%	24%	51%	21%

(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
Elementary Level						
Social Studies	1	0	#	#	#	#
Middle Level						
Social Studies	1	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

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	382	382	382	67	67	67	449	449	449
Number Scoring 55–64	4	2	2	5	3	3	9	5	5
Number Scoring 65–84	240	147	227	41	33	39	281	180	266
Number Scoring 85–100	131	220	149	3	12	6	134	232	155
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			6			0
Beginning (0-18)			1			0
Intermediate (19-31)			1			0
Advanced (32-36)			3			0
Proficient (37-39)			1			0
Reading and Writing (Grade 2-4)						
Number Tested			6			0
Beginning (0-14)			1			0
Intermediate (15-24)			3			0
Advanced (25-32)			2			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			4			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 – 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
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			4			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)