

New York State District Report Card Comprehensive Information Report

BEDS Code: 21-10-03-04-0000
 Name: Dolgeville Central School District
 Superintendent: Theodore Kawryga

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	18	18	18
Kindergarten	75	66	77
First	63	77	63
Second	49	64	72
Third	74	56	67
Fourth	70	73	57
Fifth	79	62	67
Sixth	85	79	65
Ungraded Elementary	0	0	0
Seventh	93	88	78
Eighth	91	71	88
Ninth	69	90	82
Tenth	77	63	88
Eleventh	64	63	69
Twelfth	92	57	64
Ungraded Secondary	0	36	0
Total K-12 Enrollment	981	945	937

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	3	0.3%	4	0.4%	7	0.7%
Black (Not Hispanic)	3	0.3%	5	0.5%	10	1.1%
Hispanic	9	0.9%	10	1.1%	10	1.1%
White (Not Hispanic)	966	98.5%	926	98.0%	910	97.1%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	15	20
Common Branch	19	18	18
English Grade 8	22	20	21
Mathematics Grade 8	20	19	21
Science Grade 8	22	21	21
Social Studies Grade 8	22	20	21
English Grade 10	13	13	16
Mathematics Grade 10	26	20	31
Science Grade 10	23	21	25
Social Studies Grade 10	12	12	16

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high 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	1	0.1%	1	0.1%	2	0.2%
Eligible for Free Lunch	272	27.7%	243	25.7%	240	25.6%

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		95.0%		95.6%		95.6%
Student Suspensions	52	5.1%	44	4.5%	29	3.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	13.0%	13.1%	13.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	89
Total Other Professional Staff	4
Total Paraprofessionals	23
Teaching Out of Certification*	4

*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*	78	58	55
	Regents Diplomas	39	30	42
	% Regents Diplomas	50%	52%	76%
	Regents Diplomas with Advanced Designation**			19
	% Regents Diplomas with Advanced Designation			35%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	2	6	2
	Regents Diplomas	2	1	0
	% Regents Diplomas	100%	17%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	5	9
All Students	Total Graduates*	80	64	57
	Regents Diplomas	41	31	42
	% Regents Diplomas	51%	48%	74%
	Regents Diplomas with Advanced Designation**			19
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates	4	5	9

* 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	13	30	0	5	4	0	3	0
	Percent	24%	55%	0%	9%	7%	0%	5%	0%
Students with Disabilities	Number	0	1	0	0	0	0	1	0
	Percent	0%	50%	0%	0%	0%	0%	50%	0%
All Students	Number	13	31	0	5	4	0	4	0
	Percent	23%	54%	0%	9%	7%	0%	7%	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	9		3	1.2%	5	1.9%
	Entered GED Program*	7		1	0.4%	3	1.1%
	Total Noncompleters	16		4	1.6%	8	3.0%
Students with Disabilities	Dropped Out	1		1	1.9%	3	5.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		1	1.9%	3	5.0%
All Students	Dropped Out	10	3.3%	4	1.3%	8	2.4%
	Entered GED Program*	7	2.3%	1	0.3%	3	0.9%
	Total Noncompleters	17	5.6%	5	1.6%	11	3.4%

*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%	101%
2-3	0%	0%	99%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	106
	Number of Students with Disabilities	0	0	17
	Number of All Students	0	0	123
	Percent of Enrollment	0%	0%	99%
6-8	Number of General-Education Students	158	130	189
	Number of Students with Disabilities	26	29	41
	Number of All Students	184	159	230
	Percent of Enrollment	68%	63%	100%
9-12	Number of General-Education Students	252	232	255
	Number of Students with Disabilities	50	41	52
	Number of All Students	302	273	307
	Percent of Enrollment	100%	92%	101%

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	0	0%	0	0%	0	0%
German	17	88%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	38	76%	58	62%	63	73%

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	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	12	50%	13	92%
Science	0	0%	7	14%	5	40%
Reading	0	0%	5	0%	2	#
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	0	0%	12	8%
U.S. Hist & Gov't	0	0%	3	#	12	8%

(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	72	58	62	3	3	7
Number Scoring 55-100	70	56	60	#	#	5
Number Scoring 65-100	60	52	57	#	#	4
Number Scoring 85-100	24	33	12	#	#	0
Percentage of Tested Scoring 55-100	97%	97%	97%	#	#	71%
Percentage of Tested Scoring 65-100	83%	90%	92%	#	#	57%
Percentage of Tested Scoring 85-100	33%	57%	19%	#	#	0%
Mathematics A						
Number Tested	123	105	107	5	5	6
Number Scoring 55-100	100	103	105	4	4	5
Number Scoring 65-100	69	87	99	4	3	3
Number Scoring 85-100	15	25	28	2	2	0
Percentage of Tested Scoring 55-100	81%	98%	98%	80%	80%	83%
Percentage of Tested Scoring 65-100	56%	83%	93%	80%	60%	50%
Percentage of Tested Scoring 85-100	12%	24%	26%	40%	40%	0%
Mathematics B						
Number Tested	19	45	56	0	0	2
Number Scoring 55-100	16	23	30	0	0	#
Number Scoring 65-100	9	17	20	0	0	#
Number Scoring 85-100	1	2	5	0	0	#
Percentage of Tested Scoring 55-100	84%	51%	54%	0%	0%	#
Percentage of Tested Scoring 65-100	47%	38%	36%	0%	0%	#
Percentage of Tested Scoring 85-100	5%	4%	9%	0%	0%	#
Global History and Geography						
Number Tested	63	62	80	4	5	10
Number Scoring 55-100	58	61	76	#	5	6
Number Scoring 65-100	54	56	74	#	3	6
Number Scoring 85-100	24	23	23	#	0	0
Percentage of Tested Scoring 55-100	92%	98%	95%	#	100%	60%
Percentage of Tested Scoring 65-100	86%	90%	93%	#	60%	60%
Percentage of Tested Scoring 85-100	38%	37%	29%	#	0%	0%
U.S. History and Government						
Number Tested	67	59	66	4	3	7
Number Scoring 55-100	65	53	61	#	#	5
Number Scoring 65-100	59	49	52	#	#	4
Number Scoring 85-100	20	22	19	#	#	1
Percentage of Tested Scoring 55-100	97%	90%	92%	#	#	71%
Percentage of Tested Scoring 65-100	88%	83%	79%	#	#	57%
Percentage of Tested Scoring 85-100	30%	37%	29%	#	#	14%

(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	60	65	74	1	10	7
Number Scoring 55-100	59	61	73	#	6	6
Number Scoring 65-100	56	56	69	#	4	4
Number Scoring 85-100	23	10	16	#	0	1
Percentage of Tested Scoring 55-100	98%	94%	99%	#	60%	86%
Percentage of Tested Scoring 65-100	93%	86%	93%	#	40%	57%
Percentage of Tested Scoring 85-100	38%	15%	22%	#	0%	14%
Physical Setting/Earth Science						
Number Tested	66	70	88	3	3	13
Number Scoring 55-100	62	66	79	#	#	10
Number Scoring 65-100	58	62	67	#	#	9
Number Scoring 85-100	26	20	24	#	#	0
Percentage of Tested Scoring 55-100	94%	94%	90%	#	#	77%
Percentage of Tested Scoring 65-100	88%	89%	76%	#	#	69%
Percentage of Tested Scoring 85-100	39%	29%	27%	#	#	0%
Physical Setting/Chemistry						
Number Tested	31	43	41	0	0	0
Number Scoring 55-100	30	26	36	0	0	0
Number Scoring 65-100	25	14	26	0	0	0
Number Scoring 85-100	2	1	1	0	0	0
Percentage of Tested Scoring 55-100	97%	60%	88%	0%	0%	0%
Percentage of Tested Scoring 65-100	81%	33%	63%	0%	0%	0%
Percentage of Tested Scoring 85-100	6%	2%	2%	0%	0%	0%
Physical Setting/Physics						
Number Tested		9	18		0	1
Number Scoring 55-100		9	15		0	#
Number Scoring 65-100		7	13		0	#
Number Scoring 85-100		0	3		0	#
Percentage of Tested Scoring 55-100		100%	83%		0%	#
Percentage of Tested Scoring 65-100		78%	72%		0%	#
Percentage of Tested Scoring 85-100		0%	17%		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	17	19	8	0	0	0
Number Scoring 55-100	17	19	8	0	0	0
Number Scoring 65-100	17	19	8	0	0	0
Number Scoring 85-100	10	9	5	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	59%	47%	62%	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	27	17	24	1	0	0
Number Scoring 55-100	27	17	23	#	0	0
Number Scoring 65-100	26	17	21	#	0	0
Number Scoring 85-100	20	7	7	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	96%	#	0%	0%
Percentage of Tested Scoring 65-100	96%	100%	88%	#	0%	0%
Percentage of Tested Scoring 85-100	74%	41%	29%	#	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	62	6%	15%	55%	24%
	Students with Disabilities	7	86%	0%	14%	0%
	All Students	69	14%	13%	51%	22%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	70	1%	27%	59%	13%
	Students with Disabilities	20	30%	70%	0%	0%
	All Students	90	8%	37%	46%	10%

(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	54	54	54	11	11	11	65	65	65
Number Scoring 55–64	3	4	1	1	1	0	4	5	1
Number Scoring 65–84	26	27	25	1	1	3	27	28	28
Number Scoring 85–100	22	21	28	1	0	0	23	21	28
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		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 K-1)						
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 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		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		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)