

# 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	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	399	393	380
First	399	424	415
Second	443	424	419
Third	457	459	450
Fourth	449	461	464
Fifth	487	448	467
Sixth	483	505	493
Ungraded Elementary	7	6	9
Seventh	445	483	508
Eighth	453	442	454
Ninth	505	470	440
Tenth	418	491	419
Eleventh	379	396	464
Twelfth	422	359	374
Ungraded Secondary	0	7	44
Total K-12 Enrollment	5746	5768	5800

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	60	1.0%	71	1.2%	67	1.2%
Black (Not Hispanic)	96	1.7%	82	1.4%	83	1.4%
Hispanic	38	0.7%	35	0.6%	39	0.7%
White (Not Hispanic)	5552	96.6%	5580	96.7%	5611	96.7%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	19	20
Common Branch	23	23	23
English Grade 8	23	22	24
Mathematics Grade 8	23	23	24
Science Grade 8	21	20	21
Social Studies Grade 8	23	23	24
English Grade 10	20	22	23
Mathematics Grade 10	21	23	22
Science Grade 10	20	22	23
Social Studies Grade 10	21	23	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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	11	0.2%	26	0.4%	16	0.3%
Eligible for Free Lunch	323	6.0%	319	5.9%	508	9.4%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.4%		95.3%		95.7%
Student Suspensions	353	6.0%	257	4.5%	244	4.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.3%	3.6%	4.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	412
Total Other Professional Staff	54
Total Paraprofessionals	161
Teaching Out of Certification*	4
Teachers with Temporary Licenses	1

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	320	241	75%	281	233	83%	317	263	83%
Students with Disabilities	44	9	20%	39	17	44%	31	10	32%
All Students	364	250	69%	320	250	78%	348	273	78%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	201	109	1	9	15	13
Percent	58%	31%	0%	3%	4%	4%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
31	10	10	41

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			7		9	
	Entered GED Program*			14		28	
	Total Noncompleters			21		37	
Students with Disabilities	Dropped Out			6		5	
	Entered GED Program*			4		3	
	Total Noncompleters			10		8	
All Students	Dropped Out	6	0.3%	13	0.8%	14	0.8%
	Entered GED Program*	60	3.5%	18	1.0%	31	1.8%
	Total Noncompleters	66	3.8%	31	1.8%	45	2.6%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	1%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		440	386
	Number of Students with Disabilities		102	80
	Number of All Students		542	466
	Percent of Enrollment		38%	32%
9-12	Number of General-Education Students		1306	1414
	Number of Students with Disabilities		79	283
	Number of All Students		1385	1697
	Percent of Enrollment		80%	98%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	216	91%	123	98%	117	95%
German	61	93%	24	100%	47	94%
Italian	0	0%	0	0%	0	0%
Latin	75	92%	48	94%	45	84%
Spanish	351	79%	209	85%	225	95%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	10	100%	2	#
German	0	0%	2	#	3	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	2	#	1	#
Spanish	0	0%	27	56%	21	86%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	2	#
Science	1	#	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	4	#	0	0%	3	#
U.S. Hist & Gov't	7	43%	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	92%	19	79%	61	90%
Science	13	38%	13	85%	0	0%
Reading	3	#	14	93%	17	76%
Writing	1	#	5	100%	9	89%
Global Studies	5	60%	4	#	21	71%
U.S. Hist & Gov't	6	67%	2	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	350	368	470	44	41	62
Number Scoring 55–100	341	344	443	38	32	50
Number Scoring 65–100	327	325	413	30	23	40
Number Scoring 85–100	157	195	198	5	1	4
Percentage of Tested Scoring 55–100	97%	93%	94%	86%	78%	81%
Percentage of Tested Scoring 65–100	93%	88%	88%	68%	56%	65%
Percentage of Tested Scoring 85–100	45%	53%	42%	11%	2%	6%
<b>Mathematics A</b>						
Number Tested	0	135	501	0	32	76
Number Scoring 55–100	0	68	480	0	16	64
Number Scoring 65–100	0	34	448	0	5	55
Number Scoring 85–100	0	1	159	0	0	2
Percentage of Tested Scoring 55–100	0%	50%	96%	0%	50%	84%
Percentage of Tested Scoring 65–100	0%	25%	89%	0%	16%	72%
Percentage of Tested Scoring 85–100	0%	1%	32%	0%	0%	3%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	44	0	0	0
Number Scoring 55–100	0	0	44	0	0	0
Number Scoring 65–100	0	0	44	0	0	0
Number Scoring 85–100	0	0	34	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	77%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	437	106	456	53	11	67
Number Scoring 55–100	427	104	436	48	11	56
Number Scoring 65–100	397	94	410	37	9	48
Number Scoring 85–100	183	18	210	4	2	6
Percentage of Tested Scoring 55–100	98%	98%	96%	91%	100%	84%
Percentage of Tested Scoring 65–100	91%	89%	90%	70%	82%	72%
Percentage of Tested Scoring 85–100	42%	17%	46%	8%	18%	9%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	386	403	472	44	46	56
Number Scoring 55–100	371	391	464	41	43	56
Number Scoring 65–100	330	357	447	31	37	52
Number Scoring 85–100	167	131	234	7	5	12
Percentage of Tested Scoring 55–100	96%	97%	98%	93%	93%	100%
Percentage of Tested Scoring 65–100	85%	89%	95%	70%	80%	93%
Percentage of Tested Scoring 85–100	43%	33%	50%	16%	11%	21%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	387	451	432	41	53	52
Number Scoring 55–100	381	447	428	40	53	50
Number Scoring 65–100	368	441	422	36	50	48
Number Scoring 85–100	108	165	194	3	3	7
Percentage of Tested Scoring 55–100	98%	99%	99%	98%	100%	96%
Percentage of Tested Scoring 65–100	95%	98%	98%	88%	94%	92%
Percentage of Tested Scoring 85–100	28%	37%	45%	7%	6%	13%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	465	447	427	15	62	51
Number Scoring 55–100	415	436	416	4	60	49
Number Scoring 65–100	383	416	400	1	50	42
Number Scoring 85–100	198	234	226	0	10	12
Percentage of Tested Scoring 55–100	89%	98%	97%	27%	97%	96%
Percentage of Tested Scoring 65–100	82%	93%	94%	7%	81%	82%
Percentage of Tested Scoring 85–100	43%	52%	53%	0%	16%	24%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		299	391		15	26
Number Scoring 55–100		272	362		12	25
Number Scoring 65–100		221	288		8	16
Number Scoring 85–100		48	57		2	1
Percentage of Tested Scoring 55–100		91%	93%		80%	96%
Percentage of Tested Scoring 65–100		74%	74%		53%	62%
Percentage of Tested Scoring 85–100		16%	15%		13%	4%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	81	89	104	2	5	2
Number Scoring 55–100	80	86	104	#	4	#
Number Scoring 65–100	79	80	102	#	3	#
Number Scoring 85–100	42	30	64	#	0	#
Percentage of Tested Scoring 55–100	99%	97%	100%	#	80%	#
Percentage of Tested Scoring 65–100	98%	90%	98%	#	60%	#
Percentage of Tested Scoring 85–100	52%	34%	62%	#	0%	#
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
Number Tested	29	25	25	0	1	0
Number Scoring 55–100	28	25	25	0	#	0
Number Scoring 65–100	28	25	25	0	#	0
Number Scoring 85–100	17	13	20	0	#	0
Percentage of Tested Scoring 55–100	97%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	97%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	59%	52%	80%	0%	#	0%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	164	192	167	7	15	9
Number Scoring 55–100	157	189	165	7	15	9
Number Scoring 65–100	152	185	162	7	14	8
Number Scoring 85–100	75	107	99	1	3	1
Percentage of Tested Scoring 55–100	96%	98%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	93%	96%	97%	100%	93%	89%
Percentage of Tested Scoring 85–100	46%	56%	59%	14%	20%	11%
<b>Comprehensive Latin</b>						
Number Tested	21	32	30	3	0	0
Number Scoring 55–100	21	32	30	#	0	0
Number Scoring 65–100	21	28	30	#	0	0
Number Scoring 85–100	8	10	10	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	88%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	38%	31%	33%	#	0%	0%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	368	411	72	27	31	10
Number Scoring 55–100	320	362	64	23	23	8
Number Scoring 65–100	294	313	54	22	15	7
Number Scoring 85–100	132	122	3	4	2	0
Percentage of Tested Scoring 55–100	87%	88%	89%	85%	74%	80%
Percentage of Tested Scoring 65–100	80%	76%	75%	81%	48%	70%
Percentage of Tested Scoring 85–100	36%	30%	4%	15%	6%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	203	208	239	8	6	8
Number Scoring 55–100	196	199	225	7	6	8
Number Scoring 65–100	188	191	216	7	6	7
Number Scoring 85–100	104	133	98	2	5	2
Percentage of Tested Scoring 55–100	97%	96%	94%	88%	100%	100%
Percentage of Tested Scoring 65–100	93%	92%	90%	88%	100%	88%
Percentage of Tested Scoring 85–100	51%	64%	41%	25%	83%	25%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	47	100%	104	99%	77	90%
Students with Disabilities	10	100%	26	96%	22	82%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	388	0%	6%	64%	29%
	Students with Disabilities	80	3%	31%	64%	3%
	All Students	468	1%	11%	64%	25%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	407	0%	16%	61%	23%
	Students with Disabilities	69	4%	57%	36%	3%
	All Students	476	1%	22%	57%	20%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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

## 1999 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	324	324	324	35	35	35	359	359	359
Number Scoring 55–64	6	15	5	2	4	1	8	19	6
Number Scoring 65–84	143	185	210	23	23	24	166	208	234
Number Scoring 85–100	173	120	106	4	3	3	177	123	109
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)