

New York State District Report Card Comprehensive Information Report

BEDS Code: 04-30-01-04-0000
 Name: Randolph Central School District
 Superintendent: Sandra M. Craft

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	42	44	43
Kindergarten	64	64	66
First	85	67	61
Second	75	84	69
Third	78	77	77
Fourth	75	73	82
Fifth	63	81	77
Sixth	84	61	86
Ungraded Elementary	0	0	0
Seventh	75	85	61
Eighth	83	72	88
Ninth	77	89	68
Tenth	85	71	80
Eleventh	85	81	70
Twelfth	91	85	84
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1020	990	969

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	19	1.9%	24	2.4%	16	1.7%
Black (Not Hispanic)	5	0.5%	4	0.4%	4	0.4%
Hispanic	5	0.5%	6	0.6%	11	1.1%
White (Not Hispanic)	991	97.2%	956	96.6%	938	96.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	16	17
Common Branch	19	18	18
English Grade 8	18	17	21
Mathematics Grade 8	17	15	16
Science Grade 8	21	19	21
Social Studies Grade 8	22	18	22
English Grade 10	21	15	0
Mathematics Grade 10	16	17	12
Science Grade 10	24	18	20
Social Studies Grade 10	23	21	19

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	4	0.4%	7	0.7%
Eligible for Free Lunch	307	30.1%	279	28.2%	226	23.3%

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		95.7%		95.7%		95.5%
Student Suspensions	85	8.2%	86	8.4%	54	5.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	10.5%	13.1%	13.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	83
Total Other Professional Staff	9
Total Paraprofessionals	17
Teaching Out of Certification*	0

*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	83	49	59%	71	46	65%	69	57	83%
Students with Disabilities	0	0	0%	8	1	12%	7	5	71%
All Students	83	49	59%	79	47	59%	76	62	82%

*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	21	45	0	4	6	0
Percent	28%	59%	0%	5%	8%	0%

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)
7	5	1	8

*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	5		9		2	0.7%
	Entered GED Program*	2		0		0	0.0%
	Total Noncompleters	7		9		2	0.7%
Students with Disabilities	Dropped Out	0		0		1	2.0%
	Entered GED Program*	0		0		1	2.0%
	Total Noncompleters	0		0		2	4.1%
All Students	Dropped Out	5	1.5%	9	2.8%	3	0.9%
	Entered GED Program*	2	0.6%	0	0.0%	1	0.3%
	Total Noncompleters	7	2.1%	9	2.8%	4	1.3%

*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%	0%	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	0	0	132
	Number of Students with Disabilities	0	0	17
	Number of All Students	0	0	149
	Percent of Enrollment	0%	0%	63%
9-12	Number of General-Education Students	40	25	266
	Number of Students with Disabilities	0	5	36
	Number of All Students	40	30	302
	Percent of Enrollment	12%	9%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	15		
Completed and Passed Regents Exams	15	100%	77%
Completed and had Course Average of 75% or More	15	100%	81%
Completed and Attained a HS Diploma or Equivalent	15	100%	96%
Completed and Whose Status is Known	14		
Completed and Were Successfully Placed	14	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	4	14%	30%
Underrepresented Gender Members Who Completed	2	22%	19%

Enrollment data are for the 2003-2004 school year; completion 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	15	93%	25	84%	48	90%
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%	76	88%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
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%	5	80%

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	6	100%	0	0%
Science	0	0%	6	0%	7	86%
Reading	0	0%	3	#	4	#
Writing	0	0%	0	0%	4	#
Global Studies	0	0%	5	40%	2	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

(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	92	92	85	7	12	14
Number Scoring 55-100	78	87	79	4	12	10
Number Scoring 65-100	64	72	72	2	8	9
Number Scoring 85-100	17	24	41	0	0	3
Percentage of Tested Scoring 55-100	85%	95%	93%	57%	100%	71%
Percentage of Tested Scoring 65-100	70%	78%	85%	29%	67%	64%
Percentage of Tested Scoring 85-100	18%	26%	48%	0%	0%	21%
Mathematics A						
Number Tested	81	86	78	8	11	8
Number Scoring 55-100	70	80	77	8	10	8
Number Scoring 65-100	54	66	75	4	9	7
Number Scoring 85-100	20	12	28	1	0	1
Percentage of Tested Scoring 55-100	86%	93%	99%	100%	91%	100%
Percentage of Tested Scoring 65-100	67%	77%	96%	50%	82%	88%
Percentage of Tested Scoring 85-100	25%	14%	36%	12%	0%	12%
Mathematics B						
Number Tested	0	0	36	0	0	2
Number Scoring 55-100	0	0	19	0	0	#
Number Scoring 65-100	0	0	12	0	0	#
Number Scoring 85-100	0	0	1	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	53%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	33%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	3%	0%	0%	#
Global History and Geography						
Number Tested	74	76	81	7	12	5
Number Scoring 55-100	73	68	71	7	8	4
Number Scoring 65-100	70	58	64	7	7	3
Number Scoring 85-100	17	22	25	0	1	0
Percentage of Tested Scoring 55-100	99%	89%	88%	100%	67%	80%
Percentage of Tested Scoring 65-100	95%	76%	79%	100%	58%	60%
Percentage of Tested Scoring 85-100	23%	29%	31%	0%	8%	0%
U.S. History and Government						
Number Tested	82	76	75	7	6	14
Number Scoring 55-100	74	75	69	7	6	12
Number Scoring 65-100	65	68	59	3	6	7
Number Scoring 85-100	17	18	21	0	1	1
Percentage of Tested Scoring 55-100	90%	99%	92%	100%	100%	86%
Percentage of Tested Scoring 65-100	79%	89%	79%	43%	100%	50%
Percentage of Tested Scoring 85-100	21%	24%	28%	0%	17%	7%

(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	82	65	72	9	10	4
Number Scoring 55-100	82	62	71	9	7	#
Number Scoring 65-100	81	62	65	9	7	#
Number Scoring 85-100	32	18	12	0	1	#
Percentage of Tested Scoring 55-100	100%	95%	99%	100%	70%	#
Percentage of Tested Scoring 65-100	99%	95%	90%	100%	70%	#
Percentage of Tested Scoring 85-100	39%	28%	17%	0%	10%	#
Physical Setting/Earth Science						
Number Tested	64	76	76	4	8	14
Number Scoring 55-100	61	70	64	#	4	9
Number Scoring 65-100	56	67	54	#	3	7
Number Scoring 85-100	17	18	15	#	0	0
Percentage of Tested Scoring 55-100	95%	92%	84%	#	50%	64%
Percentage of Tested Scoring 65-100	88%	88%	71%	#	38%	50%
Percentage of Tested Scoring 85-100	27%	24%	20%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	54	44	37	2	2	2
Number Scoring 55-100	52	39	34	#	#	#
Number Scoring 65-100	42	31	21	#	#	#
Number Scoring 85-100	11	2	3	#	#	#
Percentage of Tested Scoring 55-100	96%	89%	92%	#	#	#
Percentage of Tested Scoring 65-100	78%	70%	57%	#	#	#
Percentage of Tested Scoring 85-100	20%	5%	8%	#	#	#
Physical Setting/Physics						
Number Tested			17			1
Number Scoring 55-100			14			#
Number Scoring 65-100			12			#
Number Scoring 85-100			2			#
Percentage of Tested Scoring 55-100			82%			#
Percentage of Tested Scoring 65-100			71%			#
Percentage of Tested Scoring 85-100			12%			#

* 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	15	12	12	1	1	0
Number Scoring 55-100	14	12	12	#	#	0
Number Scoring 65-100	11	12	12	#	#	0
Number Scoring 85-100	0	1	2	#	#	0
Percentage of Tested Scoring 55-100	93%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	73%	100%	100%	#	#	0%
Percentage of Tested Scoring 85-100	0%	8%	17%	#	#	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	36	29	21	0	2	1
Number Scoring 55-100	35	29	21	0	#	#
Number Scoring 65-100	33	29	21	0	#	#
Number Scoring 85-100	15	17	8	0	#	#
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	92%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	42%	59%	38%	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)

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	42	38	0	1	3	0
Number Scoring 55-100	39	21	0	#	#	0
Number Scoring 65-100	36	20	0	#	#	0
Number Scoring 85-100	15	6	0	#	#	0
Percentage of Tested Scoring 55-100	93%	55%	0%	#	#	0%
Percentage of Tested Scoring 65-100	86%	53%	0%	#	#	0%
Percentage of Tested Scoring 85-100	36%	16%	0%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	48	96%	28	96%
Students with Disabilities	0	0%	6	100%	7	100%

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	69	4%	9%	68%	19%
	Students with Disabilities	11	27%	27%	45%	0%
	All Students	80	8%	11%	65%	16%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	70	3%	44%	44%	9%
	Students with Disabilities	18	17%	72%	6%	6%
	All Students	88	6%	50%	36%	8%

(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	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

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	69	69	69	11	11	11	80	80	80
Number Scoring 55–64	2	2	3	0	1	0	2	3	3
Number Scoring 65–84	48	42	35	8	6	8	56	48	43
Number Scoring 85–100	17	23	30	0	1	0	17	24	30
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			2			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			2			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			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			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			1			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			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			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			1			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)