

# New York State District Report Card Comprehensive Information Report

BEDS Code: 21-10-03-04-0000

Name: Dolgeville Central School District

Superintendent: Sharon S. Colpoys

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	18	18
Kindergarten	52	71	75
First	76	55	63
Second	58	72	49
Third	81	69	74
Fourth	77	83	70
Fifth	81	82	79
Sixth	95	87	85
Ungraded Elementary	0	0	0
Seventh	83	99	93
Eighth	62	74	91
Ninth	77	81	69
Tenth	89	74	77
Eleventh	72	95	64
Twelfth	90	70	92
Ungraded Secondary	37	0	0
Total K-12 Enrollment	1030	1012	981

## 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	11	1.1%	15	1.5%	3	0.3%
Black (Not Hispanic)	2	0.2%	3	0.3%	3	0.3%
Hispanic	9	0.9%	11	1.1%	9	0.9%
White (Not Hispanic)	1008	97.9%	983	97.1%	966	98.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	13	18	19
Common Branch	20	20	19
English Grade 8	14	16	22
Mathematics Grade 8	12	16	20
Science Grade 8	14	17	22
Social Studies Grade 8	16	16	22
English Grade 10	20	14	13
Mathematics Grade 10	16	29	26
Science Grade 10	21	16	23
Social Studies Grade 10	21	0	12

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	2	0.2%	1	0.1%
Eligible for Free Lunch	229	22.2%	258	25.5%	272	27.7%

### 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		94.7%		92.8%		95.0%
Student Suspensions	36	3.4%	45	4.4%	52	5.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.4%	14.9%	13.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	93
Total Other Professional Staff	2
Total Paraprofessionals	29
Teaching Out of Certification*	5
Teachers with Temporary Licenses	0

\*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	85	42	49%	62	35	56%	78	39	50%
Students with Disabilities	0	0	0%	0	0	0%	2	2	100%
All Students	85	42	49%	62	35	56%	80	41	51%

\*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	28	27	1	5	18	1
Percent	35%	34%	1%	6%	23%	1%

## 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)
2	2	4	6

\*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			12		9	
	Entered GED Program*			2		7	
	Total Noncompleters			14		16	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	17	4.8%	12	3.7%	10	3.3%
	Entered GED Program*	1	0.3%	2	0.6%	7	2.3%
	Total Noncompleters	18	5.1%	14	4.4%	17	5.6%

\*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%	0%

## 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		0	158
	Number of Students with Disabilities		0	26
	Number of All Students		0	184
	Percent of Enrollment		0%	68%
9-12	Number of General-Education Students		285	252
	Number of Students with Disabilities		29	50
	Number of All Students		314	302
	Percent of Enrollment		98%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	24	100%	30	93%	17	88%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	31	87%	21	90%	38	76%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	1	#	0	0%	0	0%

(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%	0	0%
Science	2	#	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%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	67%	3	#	0	0%
Science	2	#	0	0%	0	0%
Reading	1	#	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		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	63	87	72	2	6	3
Number Scoring 55–100	62	80	70	#	6	#
Number Scoring 65–100	55	70	60	#	5	#
Number Scoring 85–100	7	22	24	#	0	#
Percentage of Tested Scoring 55–100	98%	92%	97%	#	100%	#
Percentage of Tested Scoring 65–100	87%	80%	83%	#	83%	#
Percentage of Tested Scoring 85–100	11%	25%	33%	#	0%	#
<b>Mathematics A</b>						
Number Tested	0	84	123	0	2	5
Number Scoring 55–100	0	39	100	0	#	4
Number Scoring 65–100	0	26	69	0	#	4
Number Scoring 85–100	0	2	15	0	#	2
Percentage of Tested Scoring 55–100	0%	46%	81%	0%	#	80%
Percentage of Tested Scoring 65–100	0%	31%	56%	0%	#	80%
Percentage of Tested Scoring 85–100	0%	2%	12%	0%	#	40%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	19	0	0	0
Number Scoring 55–100	0	0	16	0	0	0
Number Scoring 65–100	0	0	9	0	0	0
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	84%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	47%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	5%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	95	63	63	7	3	4
Number Scoring 55–100	94	60	58	7	#	#
Number Scoring 65–100	90	56	54	6	#	#
Number Scoring 85–100	43	20	24	0	#	#
Percentage of Tested Scoring 55–100	99%	95%	92%	100%	#	#
Percentage of Tested Scoring 65–100	95%	89%	86%	86%	#	#
Percentage of Tested Scoring 85–100	45%	32%	38%	0%	#	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	64	90	67	1	6	4
Number Scoring 55–100	59	73	65	#	4	#
Number Scoring 65–100	54	62	59	#	4	#
Number Scoring 85–100	22	18	20	#	0	#
Percentage of Tested Scoring 55–100	92%	81%	97%	#	67%	#
Percentage of Tested Scoring 65–100	84%	69%	88%	#	67%	#
Percentage of Tested Scoring 85–100	34%	20%	30%	#	0%	#

(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	92	57	60	8	3	1
Number Scoring 55–100	90	57	59	7	#	#
Number Scoring 65–100	84	56	56	6	#	#
Number Scoring 85–100	20	15	23	0	#	#
Percentage of Tested Scoring 55–100	98%	100%	98%	88%	#	#
Percentage of Tested Scoring 65–100	91%	98%	93%	75%	#	#
Percentage of Tested Scoring 85–100	22%	26%	38%	0%	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	65	61	66	3	5	3
Number Scoring 55–100	62	58	62	#	3	#
Number Scoring 65–100	55	54	58	#	2	#
Number Scoring 85–100	23	27	26	#	0	#
Percentage of Tested Scoring 55–100	95%	95%	94%	#	60%	#
Percentage of Tested Scoring 65–100	85%	89%	88%	#	40%	#
Percentage of Tested Scoring 85–100	35%	44%	39%	#	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		24	31		1	0
Number Scoring 55–100		24	30		#	0
Number Scoring 65–100		18	25		#	0
Number Scoring 85–100		2	2		#	0
Percentage of Tested Scoring 55–100		100%	97%		#	0%
Percentage of Tested Scoring 65–100		75%	81%		#	0%
Percentage of Tested Scoring 85–100		8%	6%		#	0%
<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	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 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	20	11	17	0	0	0
Number Scoring 55–100	20	11	17	0	0	0
Number Scoring 65–100	20	11	17	0	0	0
Number Scoring 85–100	18	7	10	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	90%	64%	59%	0%	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	23	25	27	0	0	1
Number Scoring 55–100	23	25	27	0	0	#
Number Scoring 65–100	23	23	26	0	0	#
Number Scoring 85–100	19	12	20	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	92%	96%	0%	0%	#
Percentage of Tested Scoring 85–100	83%	48%	74%	0%	0%	#
<b>Comprehensive Latin</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%

(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	68	7	0	0	0	0
Number Scoring 55–100	45	5	0	0	0	0
Number Scoring 65–100	36	4	0	0	0	0
Number Scoring 85–100	6	0	0	0	0	0
Percentage of Tested Scoring 55–100	66%	71%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	53%	57%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	9%	0%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	38	43	5	0	0	0
Number Scoring 55–100	27	32	2	0	0	0
Number Scoring 65–100	22	28	2	0	0	0
Number Scoring 85–100	4	4	0	0	0	0
Percentage of Tested Scoring 55–100	71%	74%	40%	0%	0%	0%
Percentage of Tested Scoring 65–100	58%	65%	40%	0%	0%	0%
Percentage of Tested Scoring 85–100	11%	9%	0%	0%	0%	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	37	100%	30	97%	9	89%
Students with Disabilities	6	100%	5	80%	2	#

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	65	8%	15%	62%	15%
	Students with Disabilities	14	21%	50%	29%	0%
	All Students	79	10%	22%	56%	13%

### 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	76	0%	36%	53%	12%
	Students with Disabilities	15	7%	80%	13%	0%
	All Students	91	1%	43%	46%	10%

(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	79	79	79	8	8	8	87	87	87
Number Scoring 55–64	2	11	3	1	0	0	3	11	3
Number Scoring 65–84	36	41	49	3	3	4	39	44	53
Number Scoring 85–100	39	17	25	0	0	0	39	17	25
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)