

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-10-03-0000

Name: Baldwin Union Free School District

Superintendent: Kathy Weiss

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	299	372	348
First	384	364	399
Second	396	396	392
Third	413	404	409
Fourth	404	418	402
Fifth	452	411	422
Sixth	397	445	437
Ungraded Elementary	73	65	84
Seventh	458	403	446
Eighth	448	441	417
Ninth	365	432	409
Tenth	404	371	433
Eleventh	398	414	389
Twelfth	353	372	372
Ungraded Secondary	81	98	78
Total K-12 Enrollment	5325	5406	5437

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	249	4.7%	249	4.6%	263	4.8%
Black (Not Hispanic)	1444	27.1%	1735	32.1%	1761	32.4%
Hispanic	597	11.2%	644	11.9%	749	13.8%
White (Not Hispanic)	3035	57.0%	2778	51.4%	2664	49.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	19	19
Common Branch	22	20	20
English Grade 8	24	21	23
Mathematics Grade 8	24	21	23
Science Grade 8	25	22	25
Social Studies Grade 8	25	21	24
English Grade 10	19	20	20
Mathematics Grade 10	23	19	18
Science Grade 10	23	23	21
Social Studies Grade 10	20	21	21

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low 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	106	2.0%	156	2.9%	159	2.9%
Eligible for Free Lunch	0	0.0%	0	0.0%	0	0.0%

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		95.1%		95.0%		95.2%
Student Suspensions	230	4.3%	203	3.8%	167	3.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	436
Total Other Professional Staff	71
Total Paraprofessionals	66
Teaching Out of Certification*	10
Teachers with Temporary Licenses	2

*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	315	214	68%	326	238	73%	337	257	76%
Students with Disabilities	25	1	4%	20	4	20%	34	9	26%
All Students	340	215	63%	346	242	70%	371	266	72%

*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	245	99	5	5	6	11
Percent	66%	27%	1%	1%	2%	3%

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)
34	9	7	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			37		51	
	Entered GED Program*			5		0	
	Total Noncompleters			42		51	
Students with Disabilities	Dropped Out			8		12	
	Entered GED Program*			1		0	
	Total Noncompleters			9		12	
All Students	Dropped Out	20	1.3%	45	2.7%	63	3.8%
	Entered GED Program*	29	1.8%	6	0.4%	0	0.0%
	Total Noncompleters	49	3.1%	51	3.1%	63	3.8%

*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	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%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	76	93%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	28	93%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	342	84%	103	58%	82	70%

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	5	20%	10	30%	5	60%

(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	4	#	67	3%	212	61%
Science	17	29%	24	29%	100	68%
Reading	1	#	14	0%	56	43%
Writing	1	#	14	0%	57	44%
Global Studies	5	60%	19	0%	52	54%
U.S. Hist & Gov't	9	89%	19	11%	18	56%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	55	75%	28	71%	28	71%
Science	46	59%	30	40%	23	52%
Reading	27	93%	40	80%	28	79%
Writing	25	96%	30	97%	28	79%
Global Studies	31	48%	37	57%	46	54%
U.S. Hist & Gov't	20	75%	20	70%	21	71%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	385	372	386	28	33	35
Number Scoring 55–100	368	348	354	19	24	23
Number Scoring 65–100	348	327	333	13	18	18
Number Scoring 85–100	164	175	161	3	4	3
Percentage of Tested Scoring 55–100	96%	94%	92%	68%	73%	66%
Percentage of Tested Scoring 65–100	90%	88%	86%	46%	55%	51%
Percentage of Tested Scoring 85–100	43%	47%	42%	11%	12%	9%
Mathematics A						
Number Tested	36	394	614	5	24	54
Number Scoring 55–100	3	314	482	0	8	21
Number Scoring 65–100	1	257	418	0	6	15
Number Scoring 85–100	0	106	70	0	1	2
Percentage of Tested Scoring 55–100	8%	80%	79%	0%	33%	39%
Percentage of Tested Scoring 65–100	3%	65%	68%	0%	25%	28%
Percentage of Tested Scoring 85–100	0%	27%	11%	0%	4%	4%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	406	393	496	37	38	49
Number Scoring 55–100	387	355	439	33	25	26
Number Scoring 65–100	361	324	415	29	16	19
Number Scoring 85–100	154	120	217	6	1	4
Percentage of Tested Scoring 55–100	95%	90%	89%	89%	66%	53%
Percentage of Tested Scoring 65–100	89%	82%	84%	78%	42%	39%
Percentage of Tested Scoring 85–100	38%	31%	44%	16%	3%	8%
U.S. History and Government (first administered June 2001)						
Number Tested	365	390	409	19	38	43
Number Scoring 55–100	340	356	388	13	25	30
Number Scoring 65–100	326	331	363	10	19	23
Number Scoring 85–100	153	158	210	3	4	5
Percentage of Tested Scoring 55–100	93%	91%	95%	68%	66%	70%
Percentage of Tested Scoring 65–100	89%	85%	89%	53%	50%	53%
Percentage of Tested Scoring 85–100	42%	41%	51%	16%	11%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	367	371	399	33	34	35
Number Scoring 55–100	364	365	384	31	31	28
Number Scoring 65–100	348	355	365	23	28	25
Number Scoring 85–100	104	149	128	3	3	3
Percentage of Tested Scoring 55–100	99%	98%	96%	94%	91%	80%
Percentage of Tested Scoring 65–100	95%	96%	91%	70%	82%	71%
Percentage of Tested Scoring 85–100	28%	40%	32%	9%	9%	9%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	380	362	449	8	25	13
Number Scoring 55–100	349	331	401	6	19	9
Number Scoring 65–100	323	290	358	5	15	5
Number Scoring 85–100	154	74	139	1	1	1
Percentage of Tested Scoring 55–100	92%	91%	89%	75%	76%	69%
Percentage of Tested Scoring 65–100	85%	80%	80%	62%	60%	38%
Percentage of Tested Scoring 85–100	41%	20%	31%	12%	4%	8%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		288	336		12	13
Number Scoring 55–100		268	315		10	12
Number Scoring 65–100		214	254		5	8
Number Scoring 85–100		35	57		1	1
Percentage of Tested Scoring 55–100		93%	94%		83%	92%
Percentage of Tested Scoring 65–100		74%	76%		42%	62%
Percentage of Tested Scoring 85–100		12%	17%		8%	8%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	49	81	83	2	1	4
Number Scoring 55–100	47	75	80	#	#	#
Number Scoring 65–100	46	68	76	#	#	#
Number Scoring 85–100	21	26	52	#	#	#
Percentage of Tested Scoring 55–100	96%	93%	96%	#	#	#
Percentage of Tested Scoring 65–100	94%	84%	92%	#	#	#
Percentage of Tested Scoring 85–100	43%	32%	63%	#	#	#
Comprehensive Italian						
Number Tested	23	36	15	0	0	1
Number Scoring 55–100	23	35	15	0	0	#
Number Scoring 65–100	23	35	15	0	0	#
Number Scoring 85–100	21	29	12	0	0	#
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	97%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	91%	81%	80%	0%	0%	#
Comprehensive German						
Number Tested	0	2	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	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	218	343	276	6	11	8
Number Scoring 55–100	212	328	265	4	10	8
Number Scoring 65–100	212	318	257	4	9	7
Number Scoring 85–100	150	221	173	1	5	2
Percentage of Tested Scoring 55–100	97%	96%	96%	67%	91%	100%
Percentage of Tested Scoring 65–100	97%	93%	93%	67%	82%	88%
Percentage of Tested Scoring 85–100	69%	64%	63%	17%	45%	25%
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	351	61	43	17	3	7
Number Scoring 55–100	297	39	18	10	#	4
Number Scoring 65–100	264	30	13	9	#	2
Number Scoring 85–100	111	6	0	3	#	0
Percentage of Tested Scoring 55–100	85%	64%	42%	59%	#	57%
Percentage of Tested Scoring 65–100	75%	49%	30%	53%	#	29%
Percentage of Tested Scoring 85–100	32%	10%	0%	18%	#	0%
Sequential Mathematics, Course III						
Number Tested	262	276	266	4	9	4
Number Scoring 55–100	239	228	208	#	7	#
Number Scoring 65–100	219	208	171	#	7	#
Number Scoring 85–100	108	86	71	#	2	#
Percentage of Tested Scoring 55–100	91%	83%	78%	#	78%	#
Percentage of Tested Scoring 65–100	84%	75%	64%	#	78%	#
Percentage of Tested Scoring 85–100	41%	31%	27%	#	22%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	68	100%	94	90%	10	70%
Students with Disabilities	29	93%	15	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
Nov 2002	General-Education Students	406	1%	6%	68%	25%
	Students with Disabilities	27	7%	30%	63%	0%
	All Students	433	1%	7%	68%	24%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	385	1%	32%	59%	8%
	Students with Disabilities	40	8%	70%	23%	0%
	All Students	425	1%	35%	56%	8%

(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
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

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	337	337	337	45	45	45	382	382	382
Number Scoring 55–64	6	11	7	6	4	11	12	15	18
Number Scoring 65–84	161	147	167	18	16	19	179	163	186
Number Scoring 85–100	146	157	142	4	4	4	150	161	146
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)