

New York State School Report Card Comprehensive Information Report

BEDS Code: 65-15-01-06-0005
 Name: North Rose-Wolcott High School
 Principal: Robert Ceccarelli

Grade Range : 9-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	152	148	170
Tenth	163	150	116
Eleventh	126	143	123
Twelfth	134	125	134
Ungraded Secondary	0	0	26
Total K-12 Enrollment	575	566	569

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	1.9%	10	1.8%	9	1.6%
Black (Not Hispanic)	30	5.2%	13	2.3%	15	2.6%
Hispanic	16	2.8%	15	2.7%	17	3.0%
White (Not Hispanic)	518	90.1%	528	93.3%	528	92.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	20	17
Mathematics Grade 10	23	21	19
Science Grade 10	17	19	19
Social Studies Grade 10	22	22	17

(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
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	0.4%	8	1.4%
Eligible for Free Lunch	110	19.1%	59	10.4%	154	27.1%

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		89.6%		90.7%		91.9%
Student Suspensions	45	7.6%	51	8.9%	34	6.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.1%	6.5%	7.2%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	97%	97%	100%

Staff Counts

Staff	2002–2003
Total Teachers	52
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	6
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	90	49	54%	86	53	62%	114	78	68%
Students with Disabilities	7	1	14%	9	1	11%	13	2	15%
All Students	97	50	52%	95	54	57%	127	80	63%

*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	38	47	3	11	28	0
Percent	30%	37%	2%	9%	22%	0%

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)
13	2	6	19

*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			32		17	
	Entered GED Program*			10		2	
	Total Noncompleters			42		19	
Students with Disabilities	Dropped Out			0		5	
	Entered GED Program*			0		0	
	Total Noncompleters			0		5	
All Students	Dropped Out	56	9.7%	32	5.7%	22	3.9%
	Entered GED Program*	7	1.2%	10	1.8%	2	0.4%
	Total Noncompleters	63	11.0%	42	7.4%	24	4.2%

*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		491	466
	Number of Students with Disabilities		74	77
	Number of All Students		565	543
	Percent of Enrollment		100%	95%

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	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	4	#

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	0	0%	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	0	0%	6	83%	6	100%
Science	7	86%	0	0%	5	60%
Reading	1	#	0	0%	5	100%
Writing	2	#	0	0%	5	100%
Global Studies	8	25%	2	#	3	#
U.S. Hist & Gov't	12	17%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	21	86%	10	80%
Science	1	#	3	#	5	60%
Reading	1	#	3	#	3	#
Writing	2	#	6	100%	3	#
Global Studies	1	#	3	#	5	40%
U.S. Hist & Gov't	9	56%	1	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	131	151	136	18	15	12
Number Scoring 55–100	112	128	117	10	14	8
Number Scoring 65–100	90	97	90	7	5	3
Number Scoring 85–100	15	34	29	0	0	1
Percentage of Tested Scoring 55–100	85%	85%	86%	56%	93%	67%
Percentage of Tested Scoring 65–100	69%	64%	66%	39%	33%	25%
Percentage of Tested Scoring 85–100	11%	23%	21%	0%	0%	8%
Mathematics A						
Number Tested	0	113	133	0	10	12
Number Scoring 55–100	0	87	108	0	5	10
Number Scoring 65–100	0	74	86	0	5	7
Number Scoring 85–100	0	24	8	0	1	0
Percentage of Tested Scoring 55–100	0%	77%	81%	0%	50%	83%
Percentage of Tested Scoring 65–100	0%	65%	65%	0%	50%	58%
Percentage of Tested Scoring 85–100	0%	21%	6%	0%	10%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	34	0	0	1
Number Scoring 55–100	0	0	27	0	0	#
Number Scoring 65–100	0	0	24	0	0	#
Number Scoring 85–100	0	0	1	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	79%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	71%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	3%	0%	0%	#
Global History and Geography						
Number Tested	163	142	133	20	14	16
Number Scoring 55–100	149	135	112	17	13	11
Number Scoring 65–100	123	119	101	14	11	10
Number Scoring 85–100	28	17	16	0	1	0
Percentage of Tested Scoring 55–100	91%	95%	84%	85%	93%	69%
Percentage of Tested Scoring 65–100	75%	84%	76%	70%	79%	62%
Percentage of Tested Scoring 85–100	17%	12%	12%	0%	7%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	116	143	123	20	16	11
Number Scoring 55–100	94	138	117	12	15	11
Number Scoring 65–100	75	120	112	7	13	10
Number Scoring 85–100	25	38	42	0	0	2
Percentage of Tested Scoring 55–100	81%	97%	95%	60%	94%	100%
Percentage of Tested Scoring 65–100	65%	84%	91%	35%	81%	91%
Percentage of Tested Scoring 85–100	22%	27%	34%	0%	0%	18%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	74	107	106	4	5	7
Number Scoring 55–100	74	106	106	#	5	7
Number Scoring 65–100	74	104	103	#	5	7
Number Scoring 85–100	20	34	23	#	1	2
Percentage of Tested Scoring 55–100	100%	99%	100%	#	100%	100%
Percentage of Tested Scoring 65–100	100%	97%	97%	#	100%	100%
Percentage of Tested Scoring 85–100	27%	32%	22%	#	20%	29%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	136	157	136	16	14	11
Number Scoring 55–100	129	145	119	15	12	7
Number Scoring 65–100	115	124	99	13	9	6
Number Scoring 85–100	40	28	31	4	1	2
Percentage of Tested Scoring 55–100	95%	92%	88%	94%	86%	64%
Percentage of Tested Scoring 65–100	85%	79%	73%	81%	64%	55%
Percentage of Tested Scoring 85–100	29%	18%	23%	25%	7%	18%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		50	64		1	1
Number Scoring 55–100		46	57		#	#
Number Scoring 65–100		41	38		#	#
Number Scoring 85–100		9	16		#	#
Percentage of Tested Scoring 55–100		92%	89%		#	#
Percentage of Tested Scoring 65–100		82%	59%		#	#
Percentage of Tested Scoring 85–100		18%	25%		#	#
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	5	2	8	0	0	0
Number Scoring 55–100	5	#	8	0	0	0
Number Scoring 65–100	5	#	7	0	0	0
Number Scoring 85–100	3	#	5	0	0	0
Percentage of Tested Scoring 55–100	100%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	#	88%	0%	0%	0%
Percentage of Tested Scoring 85–100	60%	#	62%	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	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	425	50	43	0	1	0
Number Scoring 55–100	425	50	43	0	#	0
Number Scoring 65–100	425	50	41	0	#	0
Number Scoring 85–100	413	45	22	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	95%	0%	#	0%
Percentage of Tested Scoring 85–100	97%	90%	51%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	127	31	2	8	2	0
Number Scoring 55–100	100	24	#	8	#	0
Number Scoring 65–100	89	20	#	6	#	0
Number Scoring 85–100	34	4	#	1	#	0
Percentage of Tested Scoring 55–100	79%	77%	#	100%	#	0%
Percentage of Tested Scoring 65–100	70%	65%	#	75%	#	0%
Percentage of Tested Scoring 85–100	27%	13%	#	12%	#	0%
Sequential Mathematics, Course III						
Number Tested	69	69	3	2	1	0
Number Scoring 55–100	51	59	#	#	#	0
Number Scoring 65–100	44	55	#	#	#	0
Number Scoring 85–100	16	27	#	#	#	0
Percentage of Tested Scoring 55–100	74%	86%	#	#	#	0%
Percentage of Tested Scoring 65–100	64%	80%	#	#	#	0%
Percentage of Tested Scoring 85–100	23%	39%	#	#	#	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	16	88%	57	98%	71	89%
Students with Disabilities	3	#	9	100%	9	100%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	118	118	118	16	16	16	134	134	134
Number Scoring 55–64	10	8	7	2	1	3	12	9	10
Number Scoring 65–84	68	59	65	10	10	7	78	69	72
Number Scoring 85–100	28	38	37	0	0	2	28	38	39
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)