

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-04-02-06-0000  
 Name: Cold Spring Harbor Central School District  
 Superintendent: Frederick D. Volp

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	130	121	133
First	147	147	141
Second	181	155	162
Third	162	183	160
Fourth	164	167	180
Fifth	173	168	172
Sixth	162	175	166
Ungraded Elementary	0	0	0
Seventh	169	171	178
Eighth	182	171	177
Ninth	162	178	169
Tenth	127	159	171
Eleventh	118	131	156
Twelfth	122	121	127
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1999	2047	2092

## 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	48	2.4%	44	2.1%	40	1.9%
Black (Not Hispanic)	6	0.3%	11	0.5%	10	0.5%
Hispanic	13	0.7%	18	0.9%	17	0.8%
White (Not Hispanic)	1932	96.6%	1974	96.4%	2025	96.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	15	19
Common Branch	20	20	19
English Grade 8	22	21	22
Mathematics Grade 8	23	19	19
Science Grade 8	21	21	22
Social Studies Grade 8	23	22	23
English Grade 10	21	20	19
Mathematics Grade 10	14	13	18
Science Grade 10	14	20	20
Social Studies Grade 10	20	20	21

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	4	0.2%	3	0.2%	3	0.1%
<b>Eligible for Free Lunch</b>	0	0.0%	2	0.1%	1	0.1%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.5%		95.7%		95.5%
<b>Student Suspensions</b>	22	1.1%	6	0.3%	16	0.8%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	0.0%	0.0%	0.0%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	169
Total Other Professional Staff	27
Total Paraprofessionals	50
Teaching Out of Certification*	4

\*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	118	109	92%	113	94	83%	112	102	91%
Students with Disabilities	3	0	0%	6	2	33%	9	6	67%
All Students	121	109	90%	119	96	81%	121	108	89%

\*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	109	7	0	0	1	4
Percent	90%	6%	0%	0%	1%	3%

## 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)
9	6	0	9

\*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	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	0	0.0%	0	0.0%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	17	100%	0	0%	43	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	48	96%	0	0%	14	100%
Spanish	69	99%	0	0%	97	97%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	2	#	0	0%	1	#
Spanish	2	#	0	0%	4	#

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	0	0%	0	0%
Science	0	0%	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%	1	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	118	128	158	7	13	15
Number Scoring 55-100	118	128	158	7	13	15
Number Scoring 65-100	117	126	157	6	11	14
Number Scoring 85-100	89	99	121	3	2	2
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	99%	98%	99%	86%	85%	93%
Percentage of Tested Scoring 85-100	75%	77%	77%	43%	15%	13%
<b>Mathematics A</b>						
Number Tested	0	150	166	0	18	17
Number Scoring 55-100	0	146	166	0	16	17
Number Scoring 65-100	0	145	165	0	15	16
Number Scoring 85-100	0	109	146	0	3	8
Percentage of Tested Scoring 55-100	0%	97%	100%	0%	89%	100%
Percentage of Tested Scoring 65-100	0%	97%	99%	0%	83%	94%
Percentage of Tested Scoring 85-100	0%	73%	88%	0%	17%	47%
<b>Mathematics B</b>						
Number Tested	0	0	112	0	0	5
Number Scoring 55-100	0	0	110	0	0	5
Number Scoring 65-100	0	0	105	0	0	3
Number Scoring 85-100	0	0	66	0	0	2
Percentage of Tested Scoring 55-100	0%	0%	98%	0%	0%	100%
Percentage of Tested Scoring 65-100	0%	0%	94%	0%	0%	60%
Percentage of Tested Scoring 85-100	0%	0%	59%	0%	0%	40%
<b>Global History and Geography</b>						
Number Tested	130	152	172	14	16	25
Number Scoring 55-100	130	152	172	14	16	25
Number Scoring 65-100	128	151	171	13	16	24
Number Scoring 85-100	77	89	122	4	1	4
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	98%	99%	99%	93%	100%	96%
Percentage of Tested Scoring 85-100	59%	59%	71%	29%	6%	16%
<b>U.S. History and Government</b>						
Number Tested	118	129	154	7	11	15
Number Scoring 55-100	118	127	154	7	10	15
Number Scoring 65-100	116	127	154	7	10	15
Number Scoring 85-100	77	91	118	2	4	6
Percentage of Tested Scoring 55-100	100%	98%	100%	100%	91%	100%
Percentage of Tested Scoring 65-100	98%	98%	100%	100%	91%	100%
Percentage of Tested Scoring 85-100	65%	71%	77%	29%	36%	40%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	116	137	155	10	15	27
Number Scoring 55-100	114	137	148	10	15	21
Number Scoring 65-100	113	135	147	10	13	20
Number Scoring 85-100	47	48	70	0	0	2
Percentage of Tested Scoring 55-100	98%	100%	95%	100%	100%	78%
Percentage of Tested Scoring 65-100	97%	99%	95%	100%	87%	74%
Percentage of Tested Scoring 85-100	41%	35%	45%	0%	0%	7%
<b>Physical Setting/Earth Science</b>						
Number Tested	134	148	144	14	19	20
Number Scoring 55-100	132	147	142	14	18	18
Number Scoring 65-100	132	145	136	14	17	15
Number Scoring 85-100	83	94	70	3	4	3
Percentage of Tested Scoring 55-100	99%	99%	99%	100%	95%	90%
Percentage of Tested Scoring 65-100	99%	98%	94%	100%	89%	75%
Percentage of Tested Scoring 85-100	62%	64%	49%	21%	21%	15%
<b>Physical Setting/Chemistry</b>						
Number Tested	123	111	140	3	3	6
Number Scoring 55-100	122	111	136	#	#	5
Number Scoring 65-100	108	109	128	#	#	5
Number Scoring 85-100	38	39	53	#	#	0
Percentage of Tested Scoring 55-100	99%	100%	97%	#	#	83%
Percentage of Tested Scoring 65-100	88%	98%	91%	#	#	83%
Percentage of Tested Scoring 85-100	31%	35%	38%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			102			1
Number Scoring 55-100			98			#
Number Scoring 65-100			86			#
Number Scoring 85-100			25			#
Percentage of Tested Scoring 55-100			96%			#
Percentage of Tested Scoring 65-100			84%			#
Percentage of Tested Scoring 85-100			25%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	29	40	30	0	1	0
Number Scoring 55-100	29	40	30	0	#	0
Number Scoring 65-100	28	39	30	0	#	0
Number Scoring 85-100	16	35	19	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	97%	97%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	55%	88%	63%	0%	#	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	1	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%
<b>Comprehensive German</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 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	74	92	79	2	1	2
Number Scoring 55-100	74	92	79	#	#	#
Number Scoring 65-100	74	91	78	#	#	#
Number Scoring 85-100	63	69	43	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	99%	99%	#	#	#
Percentage of Tested Scoring 85-100	85%	75%	54%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	5	4	39	0	0	0
Number Scoring 55-100	5	#	39	0	0	0
Number Scoring 65-100	3	#	39	0	0	0
Number Scoring 85-100	0	#	24	0	0	0
Percentage of Tested Scoring 55-100	100%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	60%	#	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	62%	0%	0%	0%

(Form – H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	124	148	4	2	5	0
Number Scoring 55-100	122	144	#	#	5	0
Number Scoring 65-100	119	136	#	#	4	0
Number Scoring 85-100	93	96	#	#	1	0
Percentage of Tested Scoring 55-100	98%	97%	#	#	100%	0%
Percentage of Tested Scoring 65-100	96%	92%	#	#	80%	0%
Percentage of Tested Scoring 85-100	75%	65%	#	#	20%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	2	#	0	0%	1	#
Students with Disabilities	1	#	0	0%	4	#

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
<b>Nov 2003</b>	General-Education Students	150	0%	1%	33%	67%
	Students with Disabilities	19	0%	5%	47%	47%
	All Students	169	0%	1%	34%	64%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	153	0%	8%	72%	20%
	Students with Disabilities	22	0%	41%	55%	5%
	All Students	175	0%	12%	70%	18%

(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
<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	1	0	#	#	#	#
Social Studies	0	1	0	0	0	0
Mathematics	1	0	#	#	#	#
Science	0	1	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	114	114	114	11	11	11	125	125	125
Number Scoring 55–64	0	0	0	1	0	0	1	0	0
Number Scoring 65–84	43	30	33	6	6	8	49	36	41
Number Scoring 85–100	71	84	79	3	3	1	74	87	80
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			2			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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			2			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)