

# New York State District Report Card Comprehensive Information Report

BEDS Code: 65-15-01-06-0000  
 Name: North Rose-Wolcott Central School District  
 Superintendent: Daniel Starr

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	88	107	116
First	118	90	109
Second	124	119	96
Third	124	127	118
Fourth	124	132	122
Fifth	137	127	130
Sixth	115	140	128
Ungraded Elementary	0	1	1
Seventh	153	118	139
Eighth	144	145	121
Ninth	148	170	145
Tenth	150	116	160
Eleventh	143	123	124
Twelfth	125	134	133
Ungraded Secondary	0	26	0
Total K-12 Enrollment	1693	1675	1642

## 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	21	1.2%	16	1.0%	11	0.7%
Black (Not Hispanic)	59	3.5%	57	3.4%	57	3.5%
Hispanic	53	3.1%	60	3.6%	56	3.4%
White (Not Hispanic)	1560	92.1%	1542	92.1%	1518	92.4%

## Average Class Size

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

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high 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>	19	1.1%	30	1.8%	47	2.9%
<b>Eligible for Free Lunch</b>	355	21.0%	443	26.5%	463	28.2%

**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>		94.1%		94.7%		95.8%
<b>Student Suspensions</b>	91	5.1%	59	3.5%	52	3.1%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	8.6%	12.8%	12.7%
<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	144
Total Other Professional Staff	29
Total Paraprofessionals	44
Teaching Out of Certification*	6

\*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	86	53	62%	114	78	68%	93	57	61%
Students with Disabilities	9	1	11%	13	2	15%	7	1	14%
All Students	95	54	57%	127	80	63%	100	58	58%

\*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	29	33	6	8	24	0
Percent	29%	33%	6%	8%	24%	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	1	7	14

\*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.
<b>General-Education Students</b>	Dropped Out	32		18		31	6.2%
	Entered GED Program*	10		2		8	1.6%
	Total Noncompleters	42		20		39	7.8%
<b>Students with Disabilities</b>	Dropped Out	0		6		13	14.0%
	Entered GED Program*	0		0		1	1.1%
	Total Noncompleters	0		6		14	15.1%
<b>All Students</b>	Dropped Out	32	5.7%	24	4.2%	44	7.4%
	Entered GED Program*	10	1.8%	2	0.4%	9	1.5%
	Total Noncompleters	42	7.4%	26	4.6%	53	8.9%

\*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	1	22	117
	Number of Students with Disabilities	1	3	15
	Number of All Students	2	25	132
	Percent of Enrollment	1%	10%	52%
6-8	Number of General-Education Students	140	150	311
	Number of Students with Disabilities	20	20	30
	Number of All Students	160	170	341
	Percent of Enrollment	39%	41%	88%
9-12	Number of General-Education Students	491	466	495
	Number of Students with Disabilities	74	77	76
	Number of All Students	565	543	571
	Percent of Enrollment	100%	97%	102%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	12		
Completed and Passed Regents Exams	12	100%	77%
Completed and had Course Average of 75% or More	12	100%	81%
Completed and Attained a HS Diploma or Equivalent	12	100%	96%
Completed and Whose Status is Known	12		
Completed and Were Successfully Placed	12	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			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	5	100%	18	100%	16	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	71	85%	74	95%	64	86%

## Students with Disabilities

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

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	6	100%	6	83%
Science	0	0%	5	60%	6	83%
Reading	0	0%	5	100%	9	89%
Writing	0	0%	5	100%	9	89%
Global Studies	2	#	3	#	3	#
U.S. Hist & Gov't	0	0%	1	#	2	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	86%	11	73%	8	88%
Science	3	#	6	67%	4	#
Reading	3	#	3	#	7	100%
Writing	6	100%	3	#	6	100%
Global Studies	3	#	5	40%	1	#
U.S. Hist & Gov't	1	#	1	#	0	0%

(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	151	136	137	15	12	11
Number Scoring 55-100	128	117	114	14	8	7
Number Scoring 65-100	97	90	93	5	3	5
Number Scoring 85-100	34	29	36	0	1	1
Percentage of Tested Scoring 55-100	85%	86%	83%	93%	67%	64%
Percentage of Tested Scoring 65-100	64%	66%	68%	33%	25%	45%
Percentage of Tested Scoring 85-100	23%	21%	26%	0%	8%	9%
<b>Mathematics A</b>						
Number Tested	114	134	137	10	13	9
Number Scoring 55-100	88	108	129	5	10	6
Number Scoring 65-100	75	86	119	5	7	6
Number Scoring 85-100	24	8	32	1	0	1
Percentage of Tested Scoring 55-100	77%	81%	94%	50%	77%	67%
Percentage of Tested Scoring 65-100	66%	64%	87%	50%	54%	67%
Percentage of Tested Scoring 85-100	21%	6%	23%	10%	0%	11%
<b>Mathematics B</b>						
Number Tested	0	34	22	0	1	1
Number Scoring 55-100	0	27	17	0	#	#
Number Scoring 65-100	0	24	12	0	#	#
Number Scoring 85-100	0	1	2	0	#	#
Percentage of Tested Scoring 55-100	0%	79%	77%	0%	#	#
Percentage of Tested Scoring 65-100	0%	71%	55%	0%	#	#
Percentage of Tested Scoring 85-100	0%	3%	9%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	142	134	136	14	17	9
Number Scoring 55-100	135	113	120	13	12	6
Number Scoring 65-100	119	102	101	11	11	5
Number Scoring 85-100	17	16	32	1	0	1
Percentage of Tested Scoring 55-100	95%	84%	88%	93%	71%	67%
Percentage of Tested Scoring 65-100	84%	76%	74%	79%	65%	56%
Percentage of Tested Scoring 85-100	12%	12%	24%	7%	0%	11%
<b>U.S. History and Government</b>						
Number Tested	143	123	104	16	11	10
Number Scoring 55-100	138	117	95	15	11	8
Number Scoring 65-100	120	112	80	13	10	6
Number Scoring 85-100	38	42	32	0	2	1
Percentage of Tested Scoring 55-100	97%	95%	91%	94%	100%	80%
Percentage of Tested Scoring 65-100	84%	91%	77%	81%	91%	60%
Percentage of Tested Scoring 85-100	27%	34%	31%	0%	18%	10%

(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	107	106	106	5	7	4
Number Scoring 55-100	106	106	105	5	7	#
Number Scoring 65-100	104	103	98	5	7	#
Number Scoring 85-100	34	23	29	1	2	#
Percentage of Tested Scoring 55-100	99%	100%	99%	100%	100%	#
Percentage of Tested Scoring 65-100	97%	97%	92%	100%	100%	#
Percentage of Tested Scoring 85-100	32%	22%	27%	20%	29%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	157	138	120	14	13	10
Number Scoring 55-100	145	121	103	12	9	9
Number Scoring 65-100	124	100	82	9	7	7
Number Scoring 85-100	28	31	24	1	2	1
Percentage of Tested Scoring 55-100	92%	88%	86%	86%	69%	90%
Percentage of Tested Scoring 65-100	79%	72%	68%	64%	54%	70%
Percentage of Tested Scoring 85-100	18%	22%	20%	7%	15%	10%
<b>Physical Setting/Chemistry</b>						
Number Tested	50	64	49	1	1	0
Number Scoring 55-100	46	57	46	#	#	0
Number Scoring 65-100	41	38	26	#	#	0
Number Scoring 85-100	9	16	7	#	#	0
Percentage of Tested Scoring 55-100	92%	89%	94%	#	#	0%
Percentage of Tested Scoring 65-100	82%	59%	53%	#	#	0%
Percentage of Tested Scoring 85-100	18%	25%	14%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			21			0
Number Scoring 55-100			17			0
Number Scoring 65-100			16			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			81%			0%
Percentage of Tested Scoring 65-100			76%			0%
Percentage of Tested Scoring 85-100			14%			0%

\* 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	2	8	6	0	0	0
Number Scoring 55-100	#	8	6	0	0	0
Number Scoring 65-100	#	7	6	0	0	0
Number Scoring 85-100	#	5	2	0	0	0
Percentage of Tested Scoring 55-100	#	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	88%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	62%	33%	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	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	50	43	58	1	0	0
Number Scoring 55-100	50	43	56	#	0	0
Number Scoring 65-100	50	41	56	#	0	0
Number Scoring 85-100	45	22	42	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	97%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	95%	97%	#	0%	0%
Percentage of Tested Scoring 85-100	90%	51%	72%	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	69	3	0	1	0	0
Number Scoring 55-100	59	#	0	#	0	0
Number Scoring 65-100	55	#	0	#	0	0
Number Scoring 85-100	27	#	0	#	0	0
Percentage of Tested Scoring 55-100	86%	#	0%	#	0%	0%
Percentage of Tested Scoring 65-100	80%	#	0%	#	0%	0%
Percentage of Tested Scoring 85-100	39%	#	0%	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	57	98%	71	89%	39	87%
Students with Disabilities	9	100%	9	100%	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	108	6%	4%	57%	32%
	Students with Disabilities	16	38%	13%	44%	6%
	All Students	124	10%	5%	56%	29%

## 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	107	2%	55%	35%	8%
	Students with Disabilities	11	55%	36%	9%	0%
	All Students	118	7%	53%	32%	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	106	106	106	16	16	16	122	122	122
Number Scoring 55–64	2	5	8	1	1	2	3	6	10
Number Scoring 65–84	82	54	52	9	5	7	91	59	59
Number Scoring 85–100	16	37	42	0	1	0	16	38	42
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			11			2
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			5			#
Proficient (37-39)			6			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			11			2
Beginning (0-14)			3			#
Intermediate (15-24)			2			#
Advanced (25-32)			3			#
Proficient (33-35)			3			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			7			0
Beginning (0-18)			1			0
Intermediate (19-31)			0			0
Advanced (32-36)			1			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			7			0
Beginning (0-14)			2			0
Intermediate (15-24)			1			0
Advanced (25-32)			3			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			3			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			3			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			3			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			3			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			1			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			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)