

# 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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	107	116	120
First	90	109	115
Second	119	96	105
Third	127	118	101
Fourth	132	122	118
Fifth	127	130	123
Sixth	140	128	138
Ungraded Elementary	1	1	0
Seventh	118	139	124
Eighth	145	121	137
Ninth	170	145	127
Tenth	116	160	146
Eleventh	123	124	149
Twelfth	134	133	127
Ungraded Secondary	26	0	0
Total K-12 Enrollment	1675	1642	1630

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	16	1.0%	11	0.7%	11	0.7%
Black (Not Hispanic)	57	3.4%	57	3.5%	71	4.4%
Hispanic	60	3.6%	56	3.4%	66	4.0%
White (Not Hispanic)	1542	92.1%	1518	92.4%	1482	90.9%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	23	23
Common Branch	21	20	21
English Grade 8	22	18	22
Mathematics Grade 8	17	17	16
Science Grade 8	17	18	18
Social Studies Grade 8	16	18	22
English Grade 10	17	24	22
Mathematics Grade 10	19	0	0
Science Grade 10	19	21	18
Social Studies Grade 10	17	22	22

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	30	1.8%	47	2.9%	58	3.6%
<b>Eligible for Free Lunch</b>	443	26.5%	463	28.2%	520	31.9%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>Annual Attendance Rate</b>		94.7%		95.8%		94.6%
<b>Student Suspensions</b>	59	3.5%	52	3.1%	84	5.1%

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

	2002-03	2003-04	2004-05
<b>Reduced Lunch</b>	12.8%	12.7%	13.9%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	151
Total Other Professional Staff	27
Total Paraprofessionals	43
Teaching Out of Certification*	1

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	114	93	91
	Regents Diplomas	78	57	67
	% Regents Diplomas	68%	61%	74%
	Regents Diplomas with Advanced Designation**			25
	% Regents Diplomas with Advanced Designation			27%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	13	7	10
	Regents Diplomas	2	1	1
	% Regents Diplomas	15%	14%	10%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	6	7	4
<b>All Students</b>	Total Graduates*	127	100	101
	Regents Diplomas	80	58	68
	% Regents Diplomas	63%	58%	67%
	Regents Diplomas with Advanced Designation**			25
	% Regents Diplomas with Advanced Designation			25%
	IEP Diplomas or Local Certificates	6	7	4

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	29	36	2	4	17	0	3	0
	<b>Percent</b>	32%	40%	2%	4%	19%	0%	3%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	3	2	1	4	0	0	0
	<b>Percent</b>	0%	30%	20%	10%	40%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	29	39	4	5	21	0	3	0
	<b>Percent</b>	29%	39%	4%	5%	21%	0%	3%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	18		31	6.2%	16	3.4%
	Entered GED Program*	2		8	1.6%	12	2.6%
	Total Noncompleters	20		39	7.8%	28	6.0%
<b>Students with Disabilities</b>	Dropped Out	6		13	14.0%	2	2.8%
	Entered GED Program*	0		1	1.1%	0	0.0%
	Total Noncompleters	6		14	15.1%	2	2.8%
<b>All Students</b>	Dropped Out	24	4.2%	44	7.4%	18	3.3%
	Entered GED Program*	2	0.4%	9	1.5%	12	2.2%
	Total Noncompleters	26	4.6%	53	8.9%	30	5.6%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	22	117	0
	Number of Students with Disabilities	3	15	0
	Number of All Students	25	132	0
	Percent of Enrollment	10%	52%	0%
6-8	Number of General-Education Students	150	311	119
	Number of Students with Disabilities	20	30	18
	Number of All Students	170	341	137
	Percent of Enrollment	41%	88%	34%
9-12	Number of General-Education Students	466	495	480
	Number of Students with Disabilities	77	76	69
	Number of All Students	543	571	549
	Percent of Enrollment	97%	102%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	18	100%	16	94%	8	88%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	74	95%	64	86%	76	99%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	#	1	#	3	#

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	6	83%	3	#
Science	5	60%	6	83%	1	#
Reading	5	100%	9	89%	0	0%
Writing	5	100%	9	89%	1	#
Global Studies	3	#	3	#	0	0%
U.S. Hist & Gov't	1	#	2	#	3	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	73%	8	88%	17	35%
Science	6	67%	4	#	3	#
Reading	3	#	7	100%	18	22%
Writing	3	#	6	100%	6	67%
Global Studies	5	40%	1	#	3	#
U.S. Hist & Gov't	1	#	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	136	137	115	12	11	3
Number Scoring 55-100	117	114	103	8	7	#
Number Scoring 65-100	90	93	83	3	5	#
Number Scoring 85-100	29	36	26	1	1	#
Percentage of Tested Scoring 55-100	86%	83%	90%	67%	64%	#
Percentage of Tested Scoring 65-100	66%	68%	72%	25%	45%	#
Percentage of Tested Scoring 85-100	21%	26%	23%	8%	9%	#
<b>Mathematics A</b>						
Number Tested	134	137	122	13	9	12
Number Scoring 55-100	108	129	116	10	6	11
Number Scoring 65-100	86	119	104	7	6	9
Number Scoring 85-100	8	32	25	0	1	0
Percentage of Tested Scoring 55-100	81%	94%	95%	77%	67%	92%
Percentage of Tested Scoring 65-100	64%	87%	85%	54%	67%	75%
Percentage of Tested Scoring 85-100	6%	23%	20%	0%	11%	0%
<b>Mathematics B</b>						
Number Tested	34	22	65	1	1	0
Number Scoring 55-100	27	17	53	#	#	0
Number Scoring 65-100	24	12	49	#	#	0
Number Scoring 85-100	1	2	13	#	#	0
Percentage of Tested Scoring 55-100	79%	77%	82%	#	#	0%
Percentage of Tested Scoring 65-100	71%	55%	75%	#	#	0%
Percentage of Tested Scoring 85-100	3%	9%	20%	#	#	0%
<b>Global History and Geography</b>						
Number Tested	134	136	142	17	9	15
Number Scoring 55-100	113	120	127	12	6	12
Number Scoring 65-100	102	101	105	11	5	9
Number Scoring 85-100	16	32	38	0	1	3
Percentage of Tested Scoring 55-100	84%	88%	89%	71%	67%	80%
Percentage of Tested Scoring 65-100	76%	74%	74%	65%	56%	60%
Percentage of Tested Scoring 85-100	12%	24%	27%	0%	11%	20%
<b>U.S. History and Government</b>						
Number Tested	123	104	125	11	10	7
Number Scoring 55-100	117	95	117	11	8	6
Number Scoring 65-100	112	80	104	10	6	4
Number Scoring 85-100	42	32	53	2	1	0
Percentage of Tested Scoring 55-100	95%	91%	94%	100%	80%	86%
Percentage of Tested Scoring 65-100	91%	77%	83%	91%	60%	57%
Percentage of Tested Scoring 85-100	34%	31%	42%	18%	10%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	106	106	88	7	4	7
Number Scoring 55-100	106	105	88	7	#	7
Number Scoring 65-100	103	98	86	7	#	7
Number Scoring 85-100	23	29	36	2	#	1
Percentage of Tested Scoring 55-100	100%	99%	100%	100%	#	100%
Percentage of Tested Scoring 65-100	97%	92%	98%	100%	#	100%
Percentage of Tested Scoring 85-100	22%	27%	41%	29%	#	14%
<b>Physical Setting/Earth Science</b>						
Number Tested	138	120	169	13	10	16
Number Scoring 55-100	121	103	139	9	9	14
Number Scoring 65-100	100	82	112	7	7	11
Number Scoring 85-100	31	24	20	2	1	0
Percentage of Tested Scoring 55-100	88%	86%	82%	69%	90%	88%
Percentage of Tested Scoring 65-100	72%	68%	66%	54%	70%	69%
Percentage of Tested Scoring 85-100	22%	20%	12%	15%	10%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	64	49	63	1	0	0
Number Scoring 55-100	57	46	60	#	0	0
Number Scoring 65-100	38	26	43	#	0	0
Number Scoring 85-100	16	7	7	#	0	0
Percentage of Tested Scoring 55-100	89%	94%	95%	#	0%	0%
Percentage of Tested Scoring 65-100	59%	53%	68%	#	0%	0%
Percentage of Tested Scoring 85-100	25%	14%	11%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		21	12		0	0
Number Scoring 55-100		17	12		0	0
Number Scoring 65-100		16	12		0	0
Number Scoring 85-100		3	8		0	0
Percentage of Tested Scoring 55-100		81%	100%		0%	0%
Percentage of Tested Scoring 65-100		76%	100%		0%	0%
Percentage of Tested Scoring 85-100		14%	67%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	8	6	6	0	0	0
Number Scoring 55-100	8	6	6	0	0	0
Number Scoring 65-100	7	6	6	0	0	0
Number Scoring 85-100	5	2	5	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	62%	33%	83%	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	43	58	48	0	0	0
Number Scoring 55-100	43	56	47	0	0	0
Number Scoring 65-100	41	56	47	0	0	0
Number Scoring 85-100	22	42	39	0	0	0
Percentage of Tested Scoring 55-100	100%	97%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	97%	98%	0%	0%	0%
Percentage of Tested Scoring 85-100	51%	72%	81%	0%	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)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	107	9%	7%	58%	25%
	Students with Disabilities	13	38%	38%	23%	0%
	All Students	120	13%	11%	54%	23%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	117	0%	33%	54%	13%
	Students with Disabilities	18	22%	61%	17%	0%
	All Students	135	3%	37%	49%	11%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

### 2001 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	100	100	100	19	19	19	119	119	119
Number Scoring 55–64	6	11	3	0	3	3	6	14	6
Number Scoring 65–84	67	44	59	9	6	4	76	50	63
Number Scoring 85–100	16	32	27	0	1	1	16	33	28
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		11	14		2	1
Beginning		0	1		#	#
Intermediate		0	4		#	#
Advanced		5	6		#	#
Proficient		6	3		#	#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		11	14		2	1
Beginning		3	4		#	#
Intermediate		2	7		#	#
Advanced		3	3		#	#
Proficient		3	0		#	#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		7	7		0	1
Beginning		1	0		0	#
Intermediate		0	2		0	#
Advanced		1	2		0	#
Proficient		5	3		0	#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		7	8		0	1
Beginning		2	1		0	#
Intermediate		1	2		0	#
Advanced		3	3		0	#
Proficient		1	2		0	#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		3	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		3	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		3	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		3	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		1	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		1	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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)