

# New York State District Report Card Comprehensive Information Report

BEDS Code: 01-06-05-06-0000  
 Name: North Colonie Central School District  
 Superintendent: Randy A. Ehrenberg

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	307	329	332
First	349	343	358
Second	387	379	363
Third	366	423	394
Fourth	408	390	429
Fifth	424	434	397
Sixth	452	442	451
Ungraded Elementary	0	0	0
Seventh	413	480	469
Eighth	430	430	484
Ninth	517	513	500
Tenth	483	504	475
Eleventh	462	491	504
Twelfth	489	461	475
Ungraded Secondary	0	0	0
Total K-12 Enrollment	5487	5619	5631

## 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	358	6.5%	374	6.7%	365	6.5%
Black (Not Hispanic)	184	3.4%	224	4.0%	211	3.7%
Hispanic	81	1.5%	97	1.7%	90	1.6%
White (Not Hispanic)	4864	88.6%	4924	87.6%	4965	88.2%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	19	20
Common Branch	24	24	24
English Grade 8	20	21	23
Mathematics Grade 8	20	24	22
Science Grade 8	22	25	23
Social Studies Grade 8	21	21	24
English Grade 10	22	22	21
Mathematics Grade 10	20	20	19
Science Grade 10	20	21	19
Social Studies Grade 10	21	20	17

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	59	1.1%	98	1.7%	87	1.6%
Eligible for Free Lunch	193	3.7%	303	5.7%	317	6.0%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.2%		96.2%		96.1%
Student Suspensions	222	4.0%	236	4.3%	255	4.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.4%	3.5%	3.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2003-04
Total Teachers	411
Total Other Professional Staff	64
Total Paraprofessionals	146
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	404	377	93%	403	373	93%	406	380	94%
Students with Disabilities	50	30	60%	26	14	54%	47	24	51%
All Students	454	407	90%	429	387	90%	453	404	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	255	167	3	5	16	7
Percent	56%	37%	1%	1%	4%	2%

## 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)
47	24	4	51

\*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	20		31		18	1.0%
	Entered GED Program*	4		2		5	0.3%
	Total Noncompleters	24		33		23	1.3%
<b>Students with Disabilities</b>	Dropped Out	8		9		5	2.6%
	Entered GED Program*	2		1		2	1.1%
	Total Noncompleters	10		10		7	3.7%
<b>All Students</b>	Dropped Out	28	1.4%	40	2.0%	23	1.2%
	Entered GED Program*	6	0.3%	3	0.2%	7	0.4%
	Total Noncompleters	34	1.7%	43	2.2%	30	1.5%

\*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	751	805	850
	Number of Students with Disabilities	91	52	103
	Number of All Students	842	857	953
	Percent of Enrollment	65%	63%	68%
9-12	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	43		
Completed and Passed Regents Exams	36	84%	77%
Completed and had Course Average of 75% or More	36	84%	81%
Completed and Attained a HS Diploma or Equivalent	42	98%	96%
Completed and Whose Status is Known	43		
Completed and Were Successfully Placed	42	98%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	12	13%	30%
Underrepresented Gender Members Who Completed	2	12%	19%

Enrollment data are for the 2003-2004 school year; completer 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	70	94%	69	100%	84	99%
German	27	100%	22	100%	49	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	226	100%	215	100%	214	100%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	3	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	100%	5	100%	6	100%

# 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%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	32	78%	1	#	33	85%
Science	16	63%	2	#	36	50%
Reading	14	86%	2	#	24	79%
Writing	9	78%	9	67%	18	89%
Global Studies	20	70%	2	#	25	48%
U.S. Hist & Gov't	7	57%	3	#	11	64%

(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	464	497	517	37	58	45
Number Scoring 55-100	453	481	500	30	47	35
Number Scoring 65-100	437	469	486	22	41	30
Number Scoring 85-100	290	256	277	0	5	0
Percentage of Tested Scoring 55-100	98%	97%	97%	81%	81%	78%
Percentage of Tested Scoring 65-100	94%	94%	94%	59%	71%	67%
Percentage of Tested Scoring 85-100	62%	52%	54%	0%	9%	0%
<b>Mathematics A</b>						
Number Tested	516	557	515	48	41	48
Number Scoring 55-100	481	528	502	38	33	42
Number Scoring 65-100	436	484	494	31	24	38
Number Scoring 85-100	161	203	275	2	4	8
Percentage of Tested Scoring 55-100	93%	95%	97%	79%	80%	88%
Percentage of Tested Scoring 65-100	84%	87%	96%	65%	59%	79%
Percentage of Tested Scoring 85-100	31%	36%	53%	4%	10%	17%
<b>Mathematics B</b>						
Number Tested	0	292	381	0	5	8
Number Scoring 55-100	0	275	366	0	4	8
Number Scoring 65-100	0	261	347	0	4	8
Number Scoring 85-100	0	107	167	0	0	2
Percentage of Tested Scoring 55-100	0%	94%	96%	0%	80%	100%
Percentage of Tested Scoring 65-100	0%	89%	91%	0%	80%	100%
Percentage of Tested Scoring 85-100	0%	37%	44%	0%	0%	25%
<b>Global History and Geography</b>						
Number Tested	467	528	502	53	50	56
Number Scoring 55-100	460	512	474	47	43	43
Number Scoring 65-100	439	494	454	37	34	33
Number Scoring 85-100	191	263	263	2	3	4
Percentage of Tested Scoring 55-100	99%	97%	94%	89%	86%	77%
Percentage of Tested Scoring 65-100	94%	94%	90%	70%	68%	59%
Percentage of Tested Scoring 85-100	41%	50%	52%	4%	6%	7%
<b>U.S. History and Government</b>						
Number Tested	482	493	519	49	56	44
Number Scoring 55-100	470	487	504	42	52	40
Number Scoring 65-100	455	472	485	38	43	35
Number Scoring 85-100	219	303	294	3	10	1
Percentage of Tested Scoring 55-100	98%	99%	97%	86%	93%	91%
Percentage of Tested Scoring 65-100	94%	96%	93%	78%	77%	80%
Percentage of Tested Scoring 85-100	45%	61%	57%	6%	18%	2%

(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	469	467	490	28	26	47
Number Scoring 55-100	469	465	488	28	24	46
Number Scoring 65-100	467	459	473	26	24	38
Number Scoring 85-100	212	218	202	2	3	1
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	92%	98%
Percentage of Tested Scoring 65-100	100%	98%	97%	93%	92%	81%
Percentage of Tested Scoring 85-100	45%	47%	41%	7%	12%	2%
<b>Physical Setting/Earth Science</b>						
Number Tested	341	374	360	12	8	4
Number Scoring 55-100	341	373	356	12	8	#
Number Scoring 65-100	338	367	352	11	6	#
Number Scoring 85-100	220	223	237	4	2	#
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	#
Percentage of Tested Scoring 65-100	99%	98%	98%	92%	75%	#
Percentage of Tested Scoring 85-100	65%	60%	66%	33%	25%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	346	327	349	6	7	5
Number Scoring 55-100	342	322	342	6	7	5
Number Scoring 65-100	306	281	322	5	5	5
Number Scoring 85-100	96	93	87	0	0	0
Percentage of Tested Scoring 55-100	99%	98%	98%	100%	100%	100%
Percentage of Tested Scoring 65-100	88%	86%	92%	83%	71%	100%
Percentage of Tested Scoring 85-100	28%	28%	25%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			147			3
Number Scoring 55-100			147			#
Number Scoring 65-100			139			#
Number Scoring 85-100			63			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			95%			#
Percentage of Tested Scoring 85-100			43%			#

\* 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	105	89	57	1	0	1
Number Scoring 55-100	105	89	57	#	0	#
Number Scoring 65-100	105	89	57	#	0	#
Number Scoring 85-100	67	76	49	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	64%	85%	86%	#	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	37	39	25	0	1	0
Number Scoring 55-100	37	39	25	0	#	0
Number Scoring 65-100	37	39	25	0	#	0
Number Scoring 85-100	21	32	21	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	57%	82%	84%	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	191	225	250	5	7	5
Number Scoring 55-100	191	225	250	5	7	5
Number Scoring 65-100	191	225	247	5	7	5
Number Scoring 85-100	163	187	190	4	5	3
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 85-100	85%	83%	76%	80%	71%	60%
<b>Comprehensive Latin</b>						
Number Tested	18	20	35	0	0	0
Number Scoring 55-100	18	20	35	0	0	0
Number Scoring 65-100	18	20	35	0	0	0
Number Scoring 85-100	14	8	32	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	78%	40%	91%	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	389	38	0	8	0	0
Number Scoring 55-100	372	34	0	8	0	0
Number Scoring 65-100	342	26	0	8	0	0
Number Scoring 85-100	216	4	0	3	0	0
Percentage of Tested Scoring 55-100	96%	89%	0%	100%	0%	0%
Percentage of Tested Scoring 65-100	88%	68%	0%	100%	0%	0%
Percentage of Tested Scoring 85-100	56%	11%	0%	38%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	101	98%	91	96%	15	100%
Students with Disabilities	25	100%	27	85%	3	#

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	347	3%	2%	45%	50%
	Students with Disabilities	44	9%	18%	61%	11%
	All Students	391	3%	4%	47%	46%

## 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	429	0%	7%	55%	38%
	Students with Disabilities	45	7%	49%	31%	13%
	All Students	474	1%	11%	52%	36%

(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	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	416	416	416	59	59	59	475	475	475
Number Scoring 55–64	0	0	0	4	4	0	4	4	0
Number Scoring 65–84	218	123	163	40	34	30	258	157	193
Number Scoring 85–100	187	281	248	2	9	6	189	290	254
Approved Alternatives	4	0	0	0	0	0	4	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			28			1
Beginning (0-18)			1			#
Intermediate (19-31)			9			#
Advanced (32-36)			12			#
Proficient (37-39)			6			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			28			1
Beginning (0-14)			6			#
Intermediate (15-24)			7			#
Advanced (25-32)			9			#
Proficient (33-35)			6			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			17			0
Beginning (0-18)			0			0
Intermediate (19-31)			5			0
Advanced (32-36)			7			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			17			0
Beginning (0-14)			2			0
Intermediate (15-24)			11			0
Advanced (25-32)			1			0
Proficient (33-35)			3			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			17			0
Beginning (0-18)			1			0
Intermediate (19-31)			2			0
Advanced (32-36)			5			0
Proficient (37-39)			9			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			17			0
Beginning (0-14)			3			0
Intermediate (15-24)			7			0
Advanced (25-32)			6			0
Proficient (33-35)			1			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			14			0
Beginning (0-18)			2			0
Intermediate (19-31)			3			0
Advanced (32-36)			5			0
Proficient (37-39)			4			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			14			0
Beginning (0-14)			1			0
Intermediate (15-24)			6			0
Advanced (25-32)			5			0
Proficient (33-35)			2			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			23			1
Beginning (0-18)			1			#
Intermediate (19-31)			5			#
Advanced (32-36)			10			#
Proficient (37-39)			7			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			23			1
Beginning (0-14)			3			#
Intermediate (15-24)			11			#
Advanced (25-32)			7			#
Proficient (33-35)			2			#

\*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)