

# New York State District Report Card Comprehensive Information Report

BEDS Code: 43-12-01-04-0000  
 Name: Naples Central School District  
 Superintendent: Mr. Walter H. Zerrahn

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	73	66	60
First	64	78	77
Second	81	66	81
Third	68	84	65
Fourth	72	78	87
Fifth	71	74	79
Sixth	63	70	77
Ungraded Elementary	0	0	0
Seventh	69	68	74
Eighth	86	75	68
Ninth	86	91	80
Tenth	75	85	83
Eleventh	84	70	81
Twelfth	58	85	65
Ungraded Secondary	0	0	0
Total K-12 Enrollment	950	990	977

## 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	7	0.7%	17	1.7%	12	1.2%
Black (Not Hispanic)	3	0.3%	4	0.4%	2	0.2%
Hispanic	6	0.6%	12	1.2%	16	1.6%
White (Not Hispanic)	934	98.3%	957	96.7%	947	96.9%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	18	14
Common Branch	17	18	19
English Grade 8	21	20	19
Mathematics Grade 8	17	13	13
Science Grade 8	22	20	19
Social Studies Grade 8	20	18	19
English Grade 10	20	15	21
Mathematics Grade 10	12	15	21
Science Grade 10	15	16	15
Social Studies Grade 10	14	16	16

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	145	15.3%	165	16.7%	157	16.1%

### 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		95.5%		95.5%		95.4%
Student Suspensions	11	1.1%	12	1.3%	28	2.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.1%	6.8%	8.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	93
Total Other Professional Staff	13
Total Paraprofessionals	30
Teaching Out of Certification*	3
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	54	54	100%	69	57	83%	52	43	83%
Students with Disabilities	0	0	0%	9	2	22%	6	2	33%
All Students	54	54	100%	78	59	76%	58	45	78%

\*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	34	19	0	2	3	0
Percent	59%	33%	0%	3%	5%	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)
6	2	1	7

\*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			6		3	
	Entered GED Program*			0		0	
	Total Noncompleters			6		3	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	5	1.7%	6	1.8%	4	1.3%
	Entered GED Program*	6	2.0%	0	0.0%	0	0.0%
	Total Noncompleters	11	3.6%	6	1.8%	4	1.3%

\*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	126
	Number of Students with Disabilities		0	16
	Number of All Students		0	142
	Percent of Enrollment		0%	65%
9-12	Number of General-Education Students		180	259
	Number of Students with Disabilities		0	50
	Number of All Students		180	309
	Percent of Enrollment		54%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	20	100%	0	0%	12	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	52	100%	0	0%	28	100%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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%	3	#

(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%	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	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	1	#
Science	3	#	0	0%	0	0%
Reading	4	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	79	64	75	11	6	8
Number Scoring 55–100	78	60	71	11	3	5
Number Scoring 65–100	74	54	70	8	2	5
Number Scoring 85–100	36	32	45	2	0	0
Percentage of Tested Scoring 55–100	99%	94%	95%	100%	50%	62%
Percentage of Tested Scoring 65–100	94%	84%	93%	73%	33%	62%
Percentage of Tested Scoring 85–100	46%	50%	60%	18%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	23	70	0	1	6
Number Scoring 55–100	0	22	69	0	#	6
Number Scoring 65–100	0	21	68	0	#	6
Number Scoring 85–100	0	8	15	0	#	2
Percentage of Tested Scoring 55–100	0%	96%	99%	0%	#	100%
Percentage of Tested Scoring 65–100	0%	91%	97%	0%	#	100%
Percentage of Tested Scoring 85–100	0%	35%	21%	0%	#	33%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	19	0	0	0
Number Scoring 55–100	0	0	15	0	0	0
Number Scoring 65–100	0	0	14	0	0	0
Number Scoring 85–100	0	0	6	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	79%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	74%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	32%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	65	81	72	9	8	9
Number Scoring 55–100	65	79	72	9	7	9
Number Scoring 65–100	64	79	72	8	7	9
Number Scoring 85–100	33	37	48	1	1	3
Percentage of Tested Scoring 55–100	100%	98%	100%	100%	88%	100%
Percentage of Tested Scoring 65–100	98%	98%	100%	89%	88%	100%
Percentage of Tested Scoring 85–100	51%	46%	67%	11%	12%	33%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	75	62	79	10	7	8
Number Scoring 55–100	74	59	76	10	6	5
Number Scoring 65–100	71	51	74	7	2	5
Number Scoring 85–100	27	23	44	2	0	1
Percentage of Tested Scoring 55–100	99%	95%	96%	100%	86%	62%
Percentage of Tested Scoring 65–100	95%	82%	94%	70%	29%	62%
Percentage of Tested Scoring 85–100	36%	37%	56%	20%	0%	12%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	46	78	72	1	6	7
Number Scoring 55–100	46	77	72	#	6	7
Number Scoring 65–100	46	77	71	#	6	6
Number Scoring 85–100	14	29	21	#	0	1
Percentage of Tested Scoring 55–100	100%	99%	100%	#	100%	100%
Percentage of Tested Scoring 65–100	100%	99%	99%	#	100%	86%
Percentage of Tested Scoring 85–100	30%	37%	29%	#	0%	14%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	76	83	82	10	11	13
Number Scoring 55–100	75	82	76	10	11	12
Number Scoring 65–100	64	75	71	7	7	10
Number Scoring 85–100	19	29	22	0	0	1
Percentage of Tested Scoring 55–100	99%	99%	93%	100%	100%	92%
Percentage of Tested Scoring 65–100	84%	90%	87%	70%	64%	77%
Percentage of Tested Scoring 85–100	25%	35%	27%	0%	0%	8%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		29	39		1	0
Number Scoring 55–100		26	39		#	0
Number Scoring 65–100		21	38		#	0
Number Scoring 85–100		9	14		#	0
Percentage of Tested Scoring 55–100		90%	100%		#	0%
Percentage of Tested Scoring 65–100		72%	97%		#	0%
Percentage of Tested Scoring 85–100		31%	36%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	23	8	16	0	0	1
Number Scoring 55–100	23	8	16	0	0	#
Number Scoring 65–100	23	8	16	0	0	#
Number Scoring 85–100	10	3	6	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	43%	38%	38%	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	21	40	36	0	0	0
Number Scoring 55–100	21	40	36	0	0	0
Number Scoring 65–100	21	39	35	0	0	0
Number Scoring 85–100	13	23	16	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	97%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	57%	44%	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)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	70	27	1	2	4	0
Number Scoring 55–100	68	13	#	#	#	0
Number Scoring 65–100	67	7	#	#	#	0
Number Scoring 85–100	35	1	#	#	#	0
Percentage of Tested Scoring 55–100	97%	48%	#	#	#	0%
Percentage of Tested Scoring 65–100	96%	26%	#	#	#	0%
Percentage of Tested Scoring 85–100	50%	4%	#	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	56	59	14	2	1	1
Number Scoring 55–100	48	51	9	#	#	#
Number Scoring 65–100	42	48	8	#	#	#
Number Scoring 85–100	12	18	1	#	#	#
Percentage of Tested Scoring 55–100	86%	86%	64%	#	#	#
Percentage of Tested Scoring 65–100	75%	81%	57%	#	#	#
Percentage of Tested Scoring 85–100	21%	31%	7%	#	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	18	100%	0	0%	0	0%
Students with Disabilities	13	100%	0	0%	0	0%

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
<b>Nov 2002</b>	General-Education Students	73	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	77	3%	13%	71%	13%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	58	0%	22%	72%	5%
	Students with Disabilities	11	18%	45%	36%	0%
	All Students	69	3%	26%	67%	4%

(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
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	55	55	55	8	8	8	63	63	63
Number Scoring 55–64	0	2	6	1	3	1	1	5	7
Number Scoring 65–84	22	24	29	4	2	1	26	26	30
Number Scoring 85–100	30	22	18	1	0	0	31	22	18
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)