

New York State District Report Card Comprehensive Information Report

BEDS Code: 14-22-01-04-0000
 Name: North Collins Central School District
 Superintendent: Benjamin A. Halsey

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	25	19	28
Kindergarten	48	35	37
First	41	46	36
Second	38	37	49
Third	51	38	41
Fourth	65	51	42
Fifth	58	63	58
Sixth	48	61	65
Ungraded Elementary	0	0	0
Seventh	62	56	62
Eighth	73	60	50
Ninth	65	72	56
Tenth	60	58	68
Eleventh	65	60	60
Twelfth	60	67	60
Ungraded Secondary	2	0	0
Total K-12 Enrollment	736	704	684

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	18	2.4%	15	2.1%	10	1.5%
Black (Not Hispanic)	9	1.2%	7	1.0%	5	0.7%
Hispanic	8	1.1%	10	1.4%	11	1.6%
White (Not Hispanic)	701	95.2%	672	95.5%	658	96.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	15	12	12
Common Branch	18	19	17
English Grade 8	22	20	0
Mathematics Grade 8	25	23	0
Science Grade 8	18	16	0
Social Studies Grade 8	24	21	0
English Grade 10	19	19	0
Mathematics Grade 10	18	20	36
Science Grade 10	23	22	35
Social Studies Grade 10	22	21	0

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	1	0.1%
Eligible for Free Lunch	86	11.7%	101	14.4%	127	18.6%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.6%		95.6%		96.7%
Student Suspensions	4	0.6%	9	1.2%	5	0.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	10.6%	13.2%	12.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	62
Total Other Professional Staff	10
Total Paraprofessionals	10
Teaching Out of Certification*	3

*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
General-Education Students	Total Graduates*	44	55	54
	Regents Diplomas	30	33	52
	% Regents Diplomas	68%	60%	96%
	Regents Diplomas with Advanced Designation**			19
	% Regents Diplomas with Advanced Designation			35%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	6	9	0
	Regents Diplomas	1	3	0
	% Regents Diplomas	17%	33%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	0	1
All Students	Total Graduates*	50	64	54
	Regents Diplomas	31	36	52
	% Regents Diplomas	62%	56%	96%
	Regents Diplomas with Advanced Designation**			19
	% Regents Diplomas with Advanced Designation			35%
	IEP Diplomas or Local Certificates	2	0	1

* 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
General-Education Students	Number	28	12	0	2	11	0	1	0
	Percent	52%	22%	0%	4%	20%	0%	2%	0%
Students with Disabilities	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%
All Students	Number	28	12	0	2	11	0	1	0
	Percent	52%	22%	0%	4%	20%	0%	2%	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.
General-Education Students	Dropped Out	3		3	1.3%	0	0.0%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	4		3	1.3%	0	0.0%
Students with Disabilities	Dropped Out	0		0	0.0%	1	3.3%
	Entered GED Program*	1		0	0.0%	1	3.3%
	Total Noncompleters	1		0	0.0%	2	6.7%
All Students	Dropped Out	3	1.2%	3	1.1%	1	0.4%
	Entered GED Program*	2	0.8%	0	0.0%	1	0.4%
	Total Noncompleters	5	2.0%	3	1.1%	2	0.8%

*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	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	0	0	107
	Number of Students with Disabilities	0	0	5
	Number of All Students	0	0	112
	Percent of Enrollment	0%	0%	63%
9-12	Number of General-Education Students	0	0	50
	Number of Students with Disabilities	0	29	10
	Number of All Students	0	29	60
	Percent of Enrollment	0%	11%	25%

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	15	93%	12	92%	13	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	52	87%	46	87%	34	94%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	3	#	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	1	#	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	2	#	2	#
Science	0	0%	1	#	2	#
Reading	4	#	1	#	2	#
Writing	4	#	1	#	2	#
Global Studies	2	#	5	20%	2	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	70	61	58	8	3	6
Number Scoring 55-100	65	59	54	6	#	4
Number Scoring 65-100	62	58	48	6	#	2
Number Scoring 85-100	15	26	19	0	#	0
Percentage of Tested Scoring 55-100	93%	97%	93%	75%	#	67%
Percentage of Tested Scoring 65-100	89%	95%	83%	75%	#	33%
Percentage of Tested Scoring 85-100	21%	43%	33%	0%	#	0%
Mathematics A						
Number Tested	63	64	55	6	5	3
Number Scoring 55-100	60	63	55	4	5	#
Number Scoring 65-100	55	55	53	3	4	#
Number Scoring 85-100	6	20	16	0	0	#
Percentage of Tested Scoring 55-100	95%	98%	100%	67%	100%	#
Percentage of Tested Scoring 65-100	87%	86%	96%	50%	80%	#
Percentage of Tested Scoring 85-100	10%	31%	29%	0%	0%	#
Mathematics B						
Number Tested	0	36	30	0	0	0
Number Scoring 55-100	0	28	22	0	0	0
Number Scoring 65-100	0	22	20	0	0	0
Number Scoring 85-100	0	9	4	0	0	0
Percentage of Tested Scoring 55-100	0%	78%	73%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	61%	67%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	25%	13%	0%	0%	0%
Global History and Geography						
Number Tested	81	61	72	9	9	9
Number Scoring 55-100	74	55	54	7	5	4
Number Scoring 65-100	68	48	42	5	3	2
Number Scoring 85-100	19	18	4	1	0	0
Percentage of Tested Scoring 55-100	91%	90%	75%	78%	56%	44%
Percentage of Tested Scoring 65-100	84%	79%	58%	56%	33%	22%
Percentage of Tested Scoring 85-100	23%	30%	6%	11%	0%	0%
U.S. History and Government						
Number Tested	62	68	66	7	4	8
Number Scoring 55-100	57	67	52	6	#	2
Number Scoring 65-100	53	53	44	4	#	2
Number Scoring 85-100	21	11	14	0	#	0
Percentage of Tested Scoring 55-100	92%	99%	79%	86%	#	25%
Percentage of Tested Scoring 65-100	85%	78%	67%	57%	#	25%
Percentage of Tested Scoring 85-100	34%	16%	21%	0%	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	66	61	76	2	9	7
Number Scoring 55-100	65	61	76	#	9	7
Number Scoring 65-100	62	55	74	#	6	7
Number Scoring 85-100	26	26	33	#	0	2
Percentage of Tested Scoring 55-100	98%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	94%	90%	97%	#	67%	100%
Percentage of Tested Scoring 85-100	39%	43%	43%	#	0%	29%
Physical Setting/Earth Science						
Number Tested	51	63	48	1	3	3
Number Scoring 55-100	47	62	48	#	#	#
Number Scoring 65-100	45	60	46	#	#	#
Number Scoring 85-100	25	26	24	#	#	#
Percentage of Tested Scoring 55-100	92%	98%	100%	#	#	#
Percentage of Tested Scoring 65-100	88%	95%	96%	#	#	#
Percentage of Tested Scoring 85-100	49%	41%	50%	#	#	#
Physical Setting/Chemistry						
Number Tested	38	44	34	2	1	0
Number Scoring 55-100	36	42	34	#	#	0
Number Scoring 65-100	30	34	31	#	#	0
Number Scoring 85-100	7	6	10	#	#	0
Percentage of Tested Scoring 55-100	95%	95%	100%	#	#	0%
Percentage of Tested Scoring 65-100	79%	77%	91%	#	#	0%
Percentage of Tested Scoring 85-100	18%	14%	29%	#	#	0%
Physical Setting/Physics						
Number Tested		16	12		0	0
Number Scoring 55-100		11	7		0	0
Number Scoring 65-100		10	5		0	0
Number Scoring 85-100		2	1		0	0
Percentage of Tested Scoring 55-100		69%	58%		0%	0%
Percentage of Tested Scoring 65-100		62%	42%		0%	0%
Percentage of Tested Scoring 85-100		12%	8%		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
Comprehensive French						
Number Tested	12	12	9	0	0	1
Number Scoring 55-100	12	12	9	0	0	#
Number Scoring 65-100	11	12	9	0	0	#
Number Scoring 85-100	3	12	4	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	92%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	25%	100%	44%	0%	0%	#
Comprehensive Italian						
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%
Comprehensive German						
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%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	33	18	27	1	0	0
Number Scoring 55-100	33	18	26	#	0	0
Number Scoring 65-100	33	18	26	#	0	0
Number Scoring 85-100	14	12	16	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	96%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	96%	#	0%	0%
Percentage of Tested Scoring 85-100	42%	67%	59%	#	0%	0%
Comprehensive Latin						
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
Nov 2004	General-Education Students	51	6%	4%	45%	45%
	Students with Disabilities	5	0%	40%	60%	0%
	All Students	56	5%	7%	46%	41%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	32	0%	16%	66%	19%
	Students with Disabilities	17	6%	29%	65%	0%
	All Students	49	2%	20%	65%	12%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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

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	59	59	59	1	1	1	60	60	60
Number Scoring 55–64	#	#	#	#	#	#	0	2	0
Number Scoring 65–84	#	#	#	#	#	#	39	43	33
Number Scoring 85–100	#	#	#	#	#	#	18	12	25
Approved Alternatives	#	#	#	#	#	#	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
Listening and Speaking (Grade K-1)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade K-1)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 2-4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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)