

New York State School Report Card Comprehensive Information Report

BEDS Code : 41-17-01-04-0002
 Name : Remsen Junior-Senior High School
 Principal: Mr. Anthony Nicotera

Grade Range : 7-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	48	63	43
Eighth	65	48	63
Ninth	60	67	50
Tenth	61	56	65
Eleventh	66	64	56
Twelfth	43	59	53
Ungraded Secondary	0	0	0
Total K-12 Enrollment	343	357	330

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	0	0.0%	1	0.3%	1	0.3%
Black (Not Hispanic)	2	0.6%	4	1.1%	2	0.6%
Hispanic	0	0.0%	0	0.0%	1	0.3%
White (Not Hispanic)	341	99.4%	352	98.6%	326	98.8%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	0	0.0%	0	0.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	21	18
Mathematics Grade 8	8	16	22
Science Grade 8	25	11	22
Social Studies Grade 8	20	20	19
English Grade 10	19	17	21
Mathematics Grade 10	7	25	21
Science Grade 10	0	0	18
Social Studies Grade 10	0	17	19

(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
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.3%		94.2%		94.8%
Student Suspensions	13	3.7%	19	5.5%	15	4.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	1999–2000	2000–2001	2001–2002
Free Lunch	24.5%	16.3%	16.4%
Reduced Lunch	8.7%	14.0%	11.8%
Public Assistance	1-10%	1-10%	21-30%
Student Stability	100%	100%	98%

Staff Counts

Staff	2001–2002
Total Teachers	27
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching out of Certification*	1
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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	32	19	59%	47	35	74%	40	28	70%
Students with Disabilities	10	1	10%	6	0	0%	6	2	33%
All Students	42	20	48%	53	35	66%	46	30	65%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	6	33	1	2	3	1
Percent	13%	72%	2%	4%	7%	2%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
6	2	2	8

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					5	2.2%
	Entered GED Program*					0	0.0%
	Total Noncompleters					5	2.2%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	3	1.3%	2	0.8%	5	2.2%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	3	1.3%	2	0.8%	5	2.2%

*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)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	10	70%	0	0%	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	71%	6	83%	0	0%
Science	8	12%	6	100%	0	0%
Reading	10	100%	5	100%	0	0%
Writing	12	100%	4	#	0	0%
Global Studies	9	22%	6	33%	0	0%
U.S. Hist & Gov't	9	89%	5	20%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	58	47	47	11	5	7
Number Scoring 55–100	55	45	46	8	4	7
Number Scoring 65–100	47	41	40	6	3	5
Number Scoring 85–100	13	13	17	0	0	1
Percentage of Tested Scoring 55–100	95%	96%	98%	73%	80%	100%
Percentage of Tested Scoring 65–100	81%	87%	85%	55%	60%	71%
Percentage of Tested Scoring 85–100	22%	28%	36%	0%	0%	14%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	68	62	3	10	8	0
Number Scoring 55–100	50	57	#	8	7	0
Number Scoring 65–100	50	55	#	8	6	0
Number Scoring 85–100	26	28	#	2	1	0
Percentage of Tested Scoring 55–100	74%	92%	#	80%	88%	0%
Percentage of Tested Scoring 65–100	74%	89%	#	80%	75%	0%
Percentage of Tested Scoring 85–100	38%	45%	#	20%	12%	0%
Mathematics A						
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%
Global Studies (last administered January 2000)						
Number Tested	2			0		
Number Scoring 55–100	#			0		
Number Scoring 65–100	#			0		
Number Scoring 85–100	#			0		
Percentage of Tested Scoring 55–100	#			0%		
Percentage of Tested Scoring 65–100	#			0%		
Percentage of Tested Scoring 85–100	#			0%		
Global History and Geography (first administered June 2000)						
Number Tested	52	50	59	6	7	6
Number Scoring 55–100	45	50	48	3	7	2
Number Scoring 65–100	37	45	46	3	5	2
Number Scoring 85–100	12	9	11	0	0	0
Percentage of Tested Scoring 55–100	87%	100%	81%	50%	100%	33%
Percentage of Tested Scoring 65–100	71%	90%	78%	50%	71%	33%
Percentage of Tested Scoring 85–100	23%	18%	19%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	56	0		5	0	
Number Scoring 55–100	48	0		5	0	
Number Scoring 65–100	36	0		2	0	
Number Scoring 85–100	20	0		1	0	
Percentage of Tested Scoring 55–100	86%	0%		100%	0%	
Percentage of Tested Scoring 65–100	64%	0%		40%	0%	
Percentage of Tested Scoring 85–100	36%	0%		20%	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		50	46		5	7
Number Scoring 55–100		43	42		4	7
Number Scoring 65–100		36	32		4	4
Number Scoring 85–100		12	9		1	0
Percentage of Tested Scoring 55–100		86%	91%		80%	100%
Percentage of Tested Scoring 65–100		72%	70%		80%	57%
Percentage of Tested Scoring 85–100		24%	20%		20%	0%
Living Environment (first administered June 2001)						
Number Tested		39	47		5	5
Number Scoring 55–100		39	47		5	5
Number Scoring 65–100		39	47		5	5
Number Scoring 85–100		10	13		1	0
Percentage of Tested Scoring 55–100		100%	100%		100%	100%
Percentage of Tested Scoring 65–100		100%	100%		100%	100%
Percentage of Tested Scoring 85–100		26%	28%		20%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		57	34		9	6
Number Scoring 55–100		56	34		8	6
Number Scoring 65–100		52	33		8	6
Number Scoring 85–100		29	15		4	2
Percentage of Tested Scoring 55–100		98%	100%		89%	100%
Percentage of Tested Scoring 65–100		91%	97%		89%	100%
Percentage of Tested Scoring 85–100		51%	44%		44%	33%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	61	60	61	58	60
2001	67	56	60	62	61
2002	48	64	59	50	55

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	15	11	15	13	14
2001	10	14	9	13	12
2002	11	9	14	8	11

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	60	61	55	14	12	11
Comprehensive French						
Number Tested	19	7	12	1	0	1
Number Scoring 55–100	19	7	12	#	0	#
Number Scoring 65–100	19	7	10	#	0	#
Number Scoring 85–100	8	2	3	#	0	#
Percentage of AGE Tested	32%	11%	22%	#	0%	#
Percentage of AGE Scoring 55–100	32%	11%	22%	#	0%	#
Percentage of AGE Scoring 65–100	32%	11%	18%	#	0%	#
Percentage of AGE Scoring 85–100	13%	3%	5%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	83%	#	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	60	61	55	14	12	11
Comprehensive Spanish						
Number Tested	10	4	6	0	0	0
Number Scoring 55–100	10	#	6	0	0	0
Number Scoring 65–100	10	#	6	0	0	0
Number Scoring 85–100	3	#	5	0	0	0
Percentage of AGE Tested	17%	#	11%	0%	0%	0%
Percentage of AGE Scoring 55–100	17%	#	11%	0%	0%	0%
Percentage of AGE Scoring 65–100	17%	#	11%	0%	0%	0%
Percentage of AGE Scoring 85–100	5%	#	9%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	#	100%	0%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	60	61	55	14	12	11
Sequential Mathematics, Course II						
Number Tested	41	43	39	2	5	3
Number Scoring 55–100	34	41	37	#	4	#
Number Scoring 65–100	32	37	36	#	3	#
Number Scoring 85–100	14	22	13	#	2	#
Percentage of AGE Tested	68%	70%	71%	#	42%	#
Percentage of AGE Scoring 55–100	57%	67%	67%	#	33%	#
Percentage of AGE Scoring 65–100	53%	61%	65%	#	25%	#
Percentage of AGE Scoring 85–100	23%	36%	24%	#	17%	#
Percentage of Tested Scoring 65–100	78%	86%	92%	#	60%	#
Sequential Mathematics, Course III						
Number Tested	31	28	34	2	1	4
Number Scoring 55–100	28	26	33	#	#	#
Number Scoring 65–100	26	24	30	#	#	#
Number Scoring 85–100	16	11	19	#	#	#
Percentage of AGE Tested	52%	46%	62%	#	#	#
Percentage of AGE Scoring 55–100	47%	43%	60%	#	#	#
Percentage of AGE Scoring 65–100	43%	39%	55%	#	#	#
Percentage of AGE Scoring 85–100	27%	18%	35%	#	#	#
Percentage of Tested Scoring 65–100	84%	86%	88%	#	#	#
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	60	61	55	14	12	11
Earth Science (last administered January 2001)						
Number Tested	54	0		4	0	
Number Scoring 55–100	53	0		#	0	
Number Scoring 65–100	47	0		#	0	
Number Scoring 85–100	16	0		#	0	
Percentage of AGE Tested	90%	0%		#	0%	
Percentage of AGE Scoring 55–100	88%	0%		#	0%	
Percentage of AGE Scoring 65–100	78%	0%		#	0%	
Percentage of AGE Scoring 85–100	27%	0%		#	0%	
Percentage of Tested Scoring 65–100	87%	0%		#	0%	
Biology (last administered January 2001)						
Number Tested	74	5		20	2	
Number Scoring 55–100	59	4		10	#	
Number Scoring 65–100	44	3		6	#	
Number Scoring 85–100	12	0		0	#	
Percentage of AGE Tested	123%	8%		143%	#	
Percentage of AGE Scoring 55–100	98%	7%		71%	#	
Percentage of AGE Scoring 65–100	73%	5%		43%	#	
Percentage of AGE Scoring 85–100	20%	0%		0%	#	
Percentage of Tested Scoring 65–100	59%	60%		30%	#	
Chemistry (last administered January 2002)						
Number Tested	38	26	0	2	1	0
Number Scoring 55–100	38	26	0	#	#	0
Number Scoring 65–100	36	22	0	#	#	0
Number Scoring 85–100	14	12	0	#	#	0
Percentage of AGE Tested	63%	43%	0%	#	#	0%
Percentage of AGE Scoring 55–100	63%	43%	0%	#	#	0%
Percentage of AGE Scoring 65–100	60%	36%	0%	#	#	0%
Percentage of AGE Scoring 85–100	23%	20%	0%	#	#	0%
Percentage of Tested Scoring 65–100	95%	85%	0%	#	#	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	60	61	55	14	12	11
Physics (last administered January 2002)						
Number Tested	11	18	0	0	0	0
Number Scoring 55–100	11	18	0	0	0	0
Number Scoring 65–100	10	17	0	0	0	0
Number Scoring 85–100	6	1	0	0	0	0
Percentage of AGE Tested	18%	30%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	18%	30%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	17%	28%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	10%	2%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	94%	0%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			26			2
Number Scoring 55–100			26			#
Number Scoring 65–100			24			#
Number Scoring 85–100			9			#
Percentage of AGE Tested			47%			#
Percentage of AGE Scoring 55–100			47%			#
Percentage of AGE Scoring 65–100			44%			#
Percentage of AGE Scoring 85–100			16%			#
Percentage of Tested Scoring 65–100			92%			#
Physical Setting/Physics (first administered June 2002)						
Number Tested			15			2
Number Scoring 55–100			13			#
Number Scoring 65–100			12			#
Number Scoring 85–100			2			#
Percentage of AGE Tested			27%			#
Percentage of AGE Scoring 55–100			24%			#
Percentage of AGE Scoring 65–100			22%			#
Percentage of AGE Scoring 85–100			4%			#
Percentage of Tested Scoring 65–100			80%			#

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	14	100%	16	100%	0	0%
Students with Disabilities	3	#	4	#	1	#

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	50	0%	12%	78%	10%
	Students with Disabilities	11	0%	73%	27%	0%
	All Students	61	0%	23%	69%	8%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	1	0	#	#	#	#
Mathematics, Science, & Technology	1	0	#	#	#	#
Health, Phys. Ed., & Fam. & Cons. Sci.	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	2	0	#	#	#	#
Mathematics, Science, & Technology	2	0	#	#	#	#
Health, Phys. Ed., & Fam. & Cons. Sci.	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Career Dev. & Occ. Studies (optional)	1	0	#	#	#	#
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	42	42	8	8	50	50
Number Scoring 55–64	6	7	0	0	6	7
Number Scoring 65–84	21	17	3	2	24	19
Number Scoring 85–100	11	12	0	1	11	13
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	40	13	53
Number Scoring 55–64	3	0	3
Number Scoring 65–84	20	5	25
Number Scoring 85–100	17	4	21
Approved Alternatives	0	0	0

(Form – O)