

New York State School Report Card Comprehensive Information Report

BEDS Code: 04-30-01-04-0002

Grade Range : 7-12

Name: Randolph Junior-Senior High School

Principal: Kimberly Moritz

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	90	75	85
Eighth	84	83	72
Ninth	90	77	89
Tenth	92	85	71
Eleventh	89	85	81
Twelfth	64	91	85
Ungraded Secondary	0	0	0
Total K-12 Enrollment	509	496	483

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	12	2.4%	8	1.6%	9	1.9%
Black (Not Hispanic)	5	1.0%	3	0.6%	2	0.4%
Hispanic	3	0.6%	4	0.8%	3	0.6%
White (Not Hispanic)	489	96.1%	481	97.0%	469	97.1%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	18	17
Mathematics Grade 8	23	17	15
Science Grade 8	21	21	19
Social Studies Grade 8	23	22	18
English Grade 10	20	21	15
Mathematics Grade 10	17	16	17
Science Grade 10	17	24	18
Social Studies Grade 10	20	23	21

(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
47	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 middle 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).

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%	1	0.2%
Eligible for Free Lunch	118	23.2%	170	34.3%	115	23.8%

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		95.8%		95.6%		96.0%
Student Suspensions	79	15.4%	80	15.7%	83	16.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.7%	8.3%	13.9%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	98%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	41
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	1

*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	59	59	100%	83	49	59%	71	46	65%
Students with Disabilities	3	0	0%	0	0	0%	8	1	12%
All Students	62	59	95%	83	49	59%	79	47	59%

*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	14	57	0	0	8	0
Percent	18%	72%	0%	0%	10%	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)
8	1	1	9

*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			5		9	
	Entered GED Program*			2		0	
	Total Noncompleters			7		9	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	12	3.6%	5	1.5%	9	2.8%
	Entered GED Program*	9	2.7%	2	0.6%	0	0.0%
	Total Noncompleters	21	6.3%	7	2.1%	9	2.8%

*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		40	25
	Number of Students with Disabilities		0	5
	Number of All Students		40	30
	Percent of Enrollment		12%	9%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	18	100%	15	93%	25	84%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	52	98%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	6	100%	0	0%	0	0%

(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%	1	#
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	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	6	100%
Science	0	0%	0	0%	6	0%
Reading	0	0%	0	0%	3	#
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	5	40%
U.S. Hist & Gov't	2	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	85	92	92	6	7	12
Number Scoring 55–100	83	78	87	6	4	12
Number Scoring 65–100	67	64	72	1	2	8
Number Scoring 85–100	18	17	24	0	0	0
Percentage of Tested Scoring 55–100	98%	85%	95%	100%	57%	100%
Percentage of Tested Scoring 65–100	79%	70%	78%	17%	29%	67%
Percentage of Tested Scoring 85–100	21%	18%	26%	0%	0%	0%
Mathematics A						
Number Tested	98	81	86	9	8	11
Number Scoring 55–100	89	70	80	7	8	10
Number Scoring 65–100	74	54	66	7	4	9
Number Scoring 85–100	27	20	12	0	1	0
Percentage of Tested Scoring 55–100	91%	86%	93%	78%	100%	91%
Percentage of Tested Scoring 65–100	76%	67%	77%	78%	50%	82%
Percentage of Tested Scoring 85–100	28%	25%	14%	0%	12%	0%
Mathematics B (first administered June 2001)						
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 History and Geography						
Number Tested	93	74	76	7	7	12
Number Scoring 55–100	89	73	68	6	7	8
Number Scoring 65–100	79	70	58	5	7	7
Number Scoring 85–100	33	17	22	0	0	1
Percentage of Tested Scoring 55–100	96%	99%	89%	86%	100%	67%
Percentage of Tested Scoring 65–100	85%	95%	76%	71%	100%	58%
Percentage of Tested Scoring 85–100	35%	23%	29%	0%	0%	8%
U.S. History and Government (first administered June 2001)						
Number Tested	90	82	76	7	7	6
Number Scoring 55–100	84	74	75	5	7	6
Number Scoring 65–100	68	65	68	2	3	6
Number Scoring 85–100	31	17	18	0	0	1
Percentage of Tested Scoring 55–100	93%	90%	99%	71%	100%	100%
Percentage of Tested Scoring 65–100	76%	79%	89%	29%	43%	100%
Percentage of Tested Scoring 85–100	34%	21%	24%	0%	0%	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	71	82	65	1	9	10
Number Scoring 55–100	70	82	62	#	9	7
Number Scoring 65–100	69	81	62	#	9	7
Number Scoring 85–100	39	32	18	#	0	1
Percentage of Tested Scoring 55–100	99%	100%	95%	#	100%	70%
Percentage of Tested Scoring 65–100	97%	99%	95%	#	100%	70%
Percentage of Tested Scoring 85–100	55%	39%	28%	#	0%	10%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	81	64	76	8	4	8
Number Scoring 55–100	77	61	70	8	#	4
Number Scoring 65–100	74	56	67	7	#	3
Number Scoring 85–100	22	17	18	1	#	0
Percentage of Tested Scoring 55–100	95%	95%	92%	100%	#	50%
Percentage of Tested Scoring 65–100	91%	88%	88%	88%	#	38%
Percentage of Tested Scoring 85–100	27%	27%	24%	12%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		54	44		2	2
Number Scoring 55–100		52	39		#	#
Number Scoring 65–100		42	31		#	#
Number Scoring 85–100		11	2		#	#
Percentage of Tested Scoring 55–100		96%	89%		#	#
Percentage of Tested Scoring 65–100		78%	70%		#	#
Percentage of Tested Scoring 85–100		20%	5%		#	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	21	15	12	0	1	1
Number Scoring 55–100	21	14	12	0	#	#
Number Scoring 65–100	19	11	12	0	#	#
Number Scoring 85–100	6	0	1	0	#	#
Percentage of Tested Scoring 55–100	100%	93%	100%	0%	#	#
Percentage of Tested Scoring 65–100	90%	73%	100%	0%	#	#
Percentage of Tested Scoring 85–100	29%	0%	8%	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	26	36	29	0	0	2
Number Scoring 55–100	24	35	29	0	0	#
Number Scoring 65–100	23	33	29	0	0	#
Number Scoring 85–100	10	15	17	0	0	#
Percentage of Tested Scoring 55–100	92%	97%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	88%	92%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	38%	42%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	9	0	0	1	0	0
Number Scoring 55–100	8	0	0	#	0	0
Number Scoring 65–100	5	0	0	#	0	0
Number Scoring 85–100	0	0	0	#	0	0
Percentage of Tested Scoring 55–100	89%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	56%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	59	42	38	1	1	3
Number Scoring 55–100	48	39	21	#	#	#
Number Scoring 65–100	43	36	20	#	#	#
Number Scoring 85–100	20	15	6	#	#	#
Percentage of Tested Scoring 55–100	81%	93%	55%	#	#	#
Percentage of Tested Scoring 65–100	73%	86%	53%	#	#	#
Percentage of Tested Scoring 85–100	34%	36%	16%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	36	100%	1	#	48	96%
Students with Disabilities	4	#	0	0%	6	100%

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
Nov 2002	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 2003	General-Education Students	56	0%	27%	52%	21%
	Students with Disabilities	7	0%	14%	86%	0%
	All Students	63	0%	25%	56%	19%

(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
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

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	74	74	74	8	8	8	82	82	82
Number Scoring 55–64	9	10	3	1	3	0	10	13	3
Number Scoring 65–84	35	43	32	5	3	6	40	46	38
Number Scoring 85–100	30	18	39	1	1	1	31	19	40
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)