

New York State School Report Card Comprehensive Information Report

BEDS Code: 08-12-00-05-0004

Grade Range : 9-12

Name: Norwich High School

Principal: John Ross

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	0	0	0
Eighth	0	0	0
Ninth	192	200	228
Tenth	203	174	171
Eleventh	154	175	139
Twelfth	155	149	181
Ungraded Secondary	13	0	0
Total K-12 Enrollment	717	698	719

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	10	1.4%	6	0.9%	3	0.4%
Black (Not Hispanic)	19	2.6%	9	1.3%	14	1.9%
Hispanic	9	1.3%	5	0.7%	7	1.0%
White (Not Hispanic)	679	94.7%	678	97.1%	695	96.7%

Average Class Size

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

(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).

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%	1	0.1%	1	0.1%
Eligible for Free Lunch	205	28.6%	109	15.6%	107	14.9%

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		93.7%		93.2%		93.5%
Student Suspensions	39	5.1%	35	4.9%	34	4.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.7%	7.7%	7.1%
Public Assistance	41-50%	21-30%	21-30%
Student Stability	97%	99%	94%

Staff Counts

Staff	2002–2003
Total Teachers	61
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	129	100	78%	116	97	84%	167	125	75%
Students with Disabilities	13	6	46%	17	8	47%	3	2	67%
All Students	142	106	75%	133	105	79%	170	127	75%

*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	90	41	1	4	22	12
Percent	53%	24%	1%	2%	13%	7%

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)
3	2	3	6

*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			7		5	
	Entered GED Program*			0		0	
	Total Noncompleters			7		5	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	24	3.3%	7	1.0%	6	0.8%
	Entered GED Program*	14	2.0%	0	0.0%	0	0.0%
	Total Noncompleters	38	5.3%	7	1.0%	6	0.8%

*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		0	554
	Number of Students with Disabilities		0	165
	Number of All Students		0	719
	Percent of Enrollment		0%	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	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	0	0%	22	77%	2	#

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	0	0%	1	#	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%	2	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	2	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	6	83%	0	0%
Science	0	0%	1	#	4	#
Reading	1	#	2	#	21	38%
Writing	2	#	4	#	4	#
Global Studies	4	#	10	80%	13	54%
U.S. Hist & Gov't	1	#	3	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	168	169	157	18	30	24
Number Scoring 55–100	151	161	148	15	26	16
Number Scoring 65–100	149	150	142	15	21	14
Number Scoring 85–100	35	58	60	0	2	3
Percentage of Tested Scoring 55–100	90%	95%	94%	83%	87%	67%
Percentage of Tested Scoring 65–100	89%	89%	90%	83%	70%	58%
Percentage of Tested Scoring 85–100	21%	34%	38%	0%	7%	12%
Mathematics A						
Number Tested	0	2	214	0	1	28
Number Scoring 55–100	0	#	186	0	#	15
Number Scoring 65–100	0	#	168	0	#	10
Number Scoring 85–100	0	#	56	0	#	2
Percentage of Tested Scoring 55–100	0%	#	87%	0%	#	54%
Percentage of Tested Scoring 65–100	0%	#	79%	0%	#	36%
Percentage of Tested Scoring 85–100	0%	#	26%	0%	#	7%
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	166	144	161	30	24	28
Number Scoring 55–100	166	134	155	30	18	26
Number Scoring 65–100	165	126	141	29	18	19
Number Scoring 85–100	71	34	58	4	2	3
Percentage of Tested Scoring 55–100	100%	93%	96%	100%	75%	93%
Percentage of Tested Scoring 65–100	99%	88%	88%	97%	75%	68%
Percentage of Tested Scoring 85–100	43%	24%	36%	13%	8%	11%
U.S. History and Government (first administered June 2001)						
Number Tested	87	171	150	6	31	22
Number Scoring 55–100	82	162	138	6	26	17
Number Scoring 65–100	74	155	135	4	23	16
Number Scoring 85–100	34	64	60	2	4	1
Percentage of Tested Scoring 55–100	94%	95%	92%	100%	84%	77%
Percentage of Tested Scoring 65–100	85%	91%	90%	67%	74%	73%
Percentage of Tested Scoring 85–100	39%	37%	40%	33%	13%	5%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	73	167	161	24	33	21
Number Scoring 55–100	70	161	151	21	31	19
Number Scoring 65–100	66	141	135	19	25	12
Number Scoring 85–100	9	21	28	1	1	0
Percentage of Tested Scoring 55–100	96%	96%	94%	88%	94%	90%
Percentage of Tested Scoring 65–100	90%	84%	84%	79%	76%	57%
Percentage of Tested Scoring 85–100	12%	13%	17%	4%	3%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	83	125	195	11	24	29
Number Scoring 55–100	78	113	149	10	21	20
Number Scoring 65–100	66	104	130	9	17	15
Number Scoring 85–100	19	39	44	2	3	0
Percentage of Tested Scoring 55–100	94%	90%	76%	91%	88%	69%
Percentage of Tested Scoring 65–100	80%	83%	67%	82%	71%	52%
Percentage of Tested Scoring 85–100	23%	31%	23%	18%	12%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		38	68		1	3
Number Scoring 55–100		36	58		#	#
Number Scoring 65–100		26	50		#	#
Number Scoring 85–100		6	8		#	#
Percentage of Tested Scoring 55–100		95%	85%		#	#
Percentage of Tested Scoring 65–100		68%	74%		#	#
Percentage of Tested Scoring 85–100		16%	12%		#	#
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	43	48	51	6	4	7
Number Scoring 55–100	43	47	51	6	#	7
Number Scoring 65–100	43	45	49	6	#	6
Number Scoring 85–100	22	14	21	2	#	1
Percentage of Tested Scoring 55–100	100%	98%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	100%	94%	96%	100%	#	86%
Percentage of Tested Scoring 85–100	51%	29%	41%	33%	#	14%
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	89	77	55	7	10	3
Number Scoring 55–100	86	72	52	6	9	#
Number Scoring 65–100	82	68	50	6	7	#
Number Scoring 85–100	59	19	20	4	0	#
Percentage of Tested Scoring 55–100	97%	94%	95%	86%	90%	#
Percentage of Tested Scoring 65–100	92%	88%	91%	86%	70%	#
Percentage of Tested Scoring 85–100	66%	25%	36%	57%	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	168	147	33	26	24	6
Number Scoring 55–100	151	111	29	24	14	5
Number Scoring 65–100	140	95	26	20	9	4
Number Scoring 85–100	58	43	5	5	1	1
Percentage of Tested Scoring 55–100	90%	76%	88%	92%	58%	83%
Percentage of Tested Scoring 65–100	83%	65%	79%	77%	38%	67%
Percentage of Tested Scoring 85–100	35%	29%	15%	19%	4%	17%
Sequential Mathematics, Course III						
Number Tested	124	118	86	7	13	2
Number Scoring 55–100	114	105	77	6	9	#
Number Scoring 65–100	109	98	69	5	8	#
Number Scoring 85–100	64	50	36	1	4	#
Percentage of Tested Scoring 55–100	92%	89%	90%	86%	69%	#
Percentage of Tested Scoring 65–100	88%	83%	80%	71%	62%	#
Percentage of Tested Scoring 85–100	52%	42%	42%	14%	31%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	2	#	22	95%	25	84%
Students with Disabilities	0	0%	13	100%	14	64%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	167	167	167	10	10	10	177	177	177
Number Scoring 55–64	5	5	4	0	1	1	5	6	5
Number Scoring 65–84	87	85	91	3	3	4	90	88	95
Number Scoring 85–100	67	63	67	2	1	1	69	64	68
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)