

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-22-01-04-0001
 Name: North Collins Junior-Senior High School
 Principal: Benjamin A. Halsey

Grade Range : 7-12

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	63	71	62
Eighth	63	66	73
Ninth	63	63	65
Tenth	61	59	60
Eleventh	49	55	65
Twelfth	45	49	60
Ungraded Secondary	4	0	2
Total K-12 Enrollment	348	363	387

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	4	1.1%	3	0.8%	6	1.6%
Black (Not Hispanic)	6	1.7%	5	1.4%	2	0.5%
Hispanic	5	1.4%	5	1.4%	1	0.3%
White (Not Hispanic)	333	95.7%	350	96.4%	378	97.7%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	15
English Grade 8	21	19	22
Mathematics Grade 8	21	20	25
Science Grade 8	25	17	18
Social Studies Grade 8	22	20	24
English Grade 10	17	21	19
Mathematics Grade 10	16	23	18
Science Grade 10	19	19	23
Social Studies Grade 10	20	21	22

(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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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%	0	0.0%
Eligible for Free Lunch	41	11.8%	50	13.8%	39	10.1%

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		96.1%		96.1%		95.9%
Student Suspensions	2	0.6%	4	1.2%	1	0.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.2%	7.4%	8.0%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	96%	93%

Staff Counts

Staff	2002–2003
Total Teachers	25
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	43	22	51%	42	25	60%	44	30	68%
Students with Disabilities	2	0	0%	3	0	0%	5	1	20%
All Students	45	22	49%	45	25	56%	49	31	63%

*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	23	16	0	0	9	1
Percent	47%	33%	0%	0%	18%	2%

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)
5	1	2	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			2		3	
	Entered GED Program*			0		1	
	Total Noncompleters			2		4	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		1	
	Total Noncompleters			1		1	
All Students	Dropped Out	2	0.9%	3	1.3%	3	1.2%
	Entered GED Program*	0	0.0%	0	0.0%	2	0.8%
	Total Noncompleters	2	0.9%	3	1.3%	5	2.0%

*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		51	0
	Number of Students with Disabilities		12	0
	Number of All Students		63	0
	Percent of Enrollment		46%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		20	0
	Number of All Students		20	0
	Percent of Enrollment		9%	0%

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%	18	89%	15	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	47	87%	30	93%	52	87%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	1	#	2	#

(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%	2	#	0	0%
Science	0	0%	1	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	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%	2	#
Science	0	0%	0	0%	0	0%
Reading	1	#	3	#	4	#
Writing	1	#	3	#	4	#
Global Studies	1	#	0	0%	2	#
U.S. Hist & Gov't	0	0%	2	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	47	47	70	5	0	8
Number Scoring 55–100	43	43	65	2	0	6
Number Scoring 65–100	40	38	62	1	0	6
Number Scoring 85–100	6	9	15	0	0	0
Percentage of Tested Scoring 55–100	91%	91%	93%	40%	0%	75%
Percentage of Tested Scoring 65–100	85%	81%	89%	20%	0%	75%
Percentage of Tested Scoring 85–100	13%	19%	21%	0%	0%	0%
Mathematics A						
Number Tested	0	0	63	0	0	6
Number Scoring 55–100	0	0	60	0	0	4
Number Scoring 65–100	0	0	55	0	0	3
Number Scoring 85–100	0	0	6	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	95%	0%	0%	67%
Percentage of Tested Scoring 65–100	0%	0%	87%	0%	0%	50%
Percentage of Tested Scoring 85–100	0%	0%	10%	0%	0%	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	53	59	81	3	0	9
Number Scoring 55–100	52	51	74	#	0	7
Number Scoring 65–100	50	40	68	#	0	5
Number Scoring 85–100	16	6	19	#	0	1
Percentage of Tested Scoring 55–100	98%	86%	91%	#	0%	78%
Percentage of Tested Scoring 65–100	94%	68%	84%	#	0%	56%
Percentage of Tested Scoring 85–100	30%	10%	23%	#	0%	11%
U.S. History and Government (first administered June 2001)						
Number Tested	47	58	61	4	2	7
Number Scoring 55–100	41	56	56	#	#	6
Number Scoring 65–100	37	51	52	#	#	4
Number Scoring 85–100	16	14	21	#	#	0
Percentage of Tested Scoring 55–100	87%	97%	92%	#	#	86%
Percentage of Tested Scoring 65–100	79%	88%	85%	#	#	57%
Percentage of Tested Scoring 85–100	34%	24%	34%	#	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	51	56	66	4	0	2
Number Scoring 55–100	50	55	65	#	0	#
Number Scoring 65–100	47	55	62	#	0	#
Number Scoring 85–100	12	17	26	#	0	#
Percentage of Tested Scoring 55–100	98%	98%	98%	#	0%	#
Percentage of Tested Scoring 65–100	92%	98%	94%	#	0%	#
Percentage of Tested Scoring 85–100	24%	30%	39%	#	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	61	55	51	8	0	1
Number Scoring 55–100	58	51	47	8	0	#
Number Scoring 65–100	50	46	45	5	0	#
Number Scoring 85–100	16	12	25	0	0	#
Percentage of Tested Scoring 55–100	95%	93%	92%	100%	0%	#
Percentage of Tested Scoring 65–100	82%	84%	88%	62%	0%	#
Percentage of Tested Scoring 85–100	26%	22%	49%	0%	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		17	38		0	2
Number Scoring 55–100		16	36		0	#
Number Scoring 65–100		12	30		0	#
Number Scoring 85–100		3	7		0	#
Percentage of Tested Scoring 55–100		94%	95%		0%	#
Percentage of Tested Scoring 65–100		71%	79%		0%	#
Percentage of Tested Scoring 85–100		18%	18%		0%	#
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	7	18	12	0	0	0
Number Scoring 55–100	7	18	12	0	0	0
Number Scoring 65–100	6	17	11	0	0	0
Number Scoring 85–100	5	5	3	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	86%	94%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	71%	28%	25%	0%	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	49	28	33	1	0	1
Number Scoring 55–100	49	28	33	#	0	#
Number Scoring 65–100	48	27	33	#	0	#
Number Scoring 85–100	33	20	14	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	98%	96%	100%	#	0%	#
Percentage of Tested Scoring 85–100	67%	71%	42%	#	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	45	62	34	0	0	6
Number Scoring 55–100	35	37	25	0	0	4
Number Scoring 65–100	31	26	18	0	0	2
Number Scoring 85–100	13	4	2	0	0	1
Percentage of Tested Scoring 55–100	78%	60%	74%	0%	0%	67%
Percentage of Tested Scoring 65–100	69%	42%	53%	0%	0%	33%
Percentage of Tested Scoring 85–100	29%	6%	6%	0%	0%	17%
Sequential Mathematics, Course III						
Number Tested	15	19	36	0	0	1
Number Scoring 55–100	15	17	29	0	0	#
Number Scoring 65–100	15	12	28	0	0	#
Number Scoring 85–100	5	8	8	0	0	#
Percentage of Tested Scoring 55–100	100%	89%	81%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	63%	78%	0%	0%	#
Percentage of Tested Scoring 85–100	33%	42%	22%	0%	0%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	11	100%	15	73%	0	0%
Students with Disabilities	2	#	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
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%	34%	64%	2%
	Students with Disabilities	10	10%	70%	20%	0%
	All Students	66	2%	39%	58%	2%

(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	44	44	44	4	4	4	48	48	48
Number Scoring 55–64	#	#	#	#	#	#	1	4	0
Number Scoring 65–84	#	#	#	#	#	#	30	27	31
Number Scoring 85–100	#	#	#	#	#	#	15	14	14
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)