

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-05-01-06-0004
 Name: North Shore Senior High School
 Principal: Edwin Davenport

Grade Range : 9-12

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	0	0	0
Eighth	0	0	0
Ninth	134	177	179
Tenth	170	142	181
Eleventh	144	184	146
Twelfth	166	142	182
Ungraded Secondary	25	0	0
Total K-12 Enrollment	639	645	688

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	6	0.9%	24	3.7%	29	4.2%
Black (Not Hispanic)	4	0.6%	7	1.1%	8	1.2%
Hispanic	30	4.7%	19	2.9%	19	2.8%
White (Not Hispanic)	599	93.7%	595	92.2%	632	91.9%

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	19	19	20
Mathematics Grade 10	19	19	19
Science Grade 10	15	14	18
Social Studies Grade 10	21	19	20

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low 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	8	1.3%	10	1.6%	12	1.7%
Eligible for Free Lunch	19	3.0%	13	2.0%	19	2.8%

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		96.0%		94.0%		89.6%
Student Suspensions	13	2.1%	8	1.3%	10	1.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.7%	2.8%	3.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	98%	100%

Staff Counts

Staff	2002–2003
Total Teachers	64
Total Other Professional Staff	17
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	140	113	81%	120	97	81%	161	126	78%
Students with Disabilities	14	4	29%	10	2	20%	17	9	53%
All Students	154	117	76%	130	99	76%	178	135	76%

*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	134	36	1	1	5	1
Percent	75%	20%	1%	1%	3%	1%

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)
17	9	0	17

*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			1		5	
	Entered GED Program*			1		0	
	Total Noncompleters			2		5	
Students with Disabilities	Dropped Out			2		0	
	Entered GED Program*			0		0	
	Total Noncompleters			2		0	
All Students	Dropped Out	7	1.1%	3	0.5%	5	0.7%
	Entered GED Program*	5	0.8%	1	0.2%	0	0.0%
	Total Noncompleters	12	1.9%	4	0.6%	5	0.7%

*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	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	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	26	100%
Spanish	0	0%	0	0%	1	#

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%	1	#
Spanish	0	0%	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%	5	100%	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	3	#	0	0%
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	57%	10	100%	0	0%
Science	7	100%	1	#	0	0%
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	0	0%	1	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	146	175	229	22	16	36
Number Scoring 55–100	142	172	223	19	15	30
Number Scoring 65–100	134	166	215	15	12	26
Number Scoring 85–100	76	94	102	1	1	4
Percentage of Tested Scoring 55–100	97%	98%	97%	86%	94%	83%
Percentage of Tested Scoring 65–100	92%	95%	94%	68%	75%	72%
Percentage of Tested Scoring 85–100	52%	54%	45%	5%	6%	11%
Mathematics A						
Number Tested	166	105	302	18	15	56
Number Scoring 55–100	151	104	279	10	14	41
Number Scoring 65–100	142	93	258	8	11	34
Number Scoring 85–100	106	15	128	4	2	7
Percentage of Tested Scoring 55–100	91%	99%	92%	56%	93%	73%
Percentage of Tested Scoring 65–100	86%	89%	85%	44%	73%	61%
Percentage of Tested Scoring 85–100	64%	14%	42%	22%	13%	12%
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	180	142	183	25	27	23
Number Scoring 55–100	177	138	179	23	25	23
Number Scoring 65–100	165	125	174	17	15	23
Number Scoring 85–100	82	54	93	6	3	8
Percentage of Tested Scoring 55–100	98%	97%	98%	92%	93%	100%
Percentage of Tested Scoring 65–100	92%	88%	95%	68%	56%	100%
Percentage of Tested Scoring 85–100	46%	38%	51%	24%	11%	35%
U.S. History and Government (first administered June 2001)						
Number Tested	149	178	148	22	17	30
Number Scoring 55–100	134	171	146	14	15	28
Number Scoring 65–100	122	154	137	10	9	24
Number Scoring 85–100	69	58	67	0	0	7
Percentage of Tested Scoring 55–100	90%	96%	99%	64%	88%	93%
Percentage of Tested Scoring 65–100	82%	87%	93%	45%	53%	80%
Percentage of Tested Scoring 85–100	46%	33%	45%	0%	0%	23%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	147	172	192	40	18	31
Number Scoring 55–100	146	172	191	39	18	31
Number Scoring 65–100	140	172	187	35	18	31
Number Scoring 85–100	51	75	78	4	4	6
Percentage of Tested Scoring 55–100	99%	100%	99%	97%	100%	100%
Percentage of Tested Scoring 65–100	95%	100%	97%	88%	100%	100%
Percentage of Tested Scoring 85–100	35%	44%	41%	10%	22%	19%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	0	0	5	0	0	0
Number Scoring 55–100	0	0	5	0	0	0
Number Scoring 65–100	0	0	4	0	0	0
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	80%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	20%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		117	145		12	9
Number Scoring 55–100		116	144		11	9
Number Scoring 65–100		105	135		9	7
Number Scoring 85–100		23	39		1	1
Percentage of Tested Scoring 55–100		99%	99%		92%	100%
Percentage of Tested Scoring 65–100		90%	93%		75%	78%
Percentage of Tested Scoring 85–100		20%	27%		8%	11%
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	26	21	28	0	1	1
Number Scoring 55–100	26	21	26	0	#	#
Number Scoring 65–100	26	21	24	0	#	#
Number Scoring 85–100	13	10	10	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	93%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	86%	0%	#	#
Percentage of Tested Scoring 85–100	50%	48%	36%	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	68	82	72	2	1	1
Number Scoring 55–100	68	82	72	#	#	#
Number Scoring 65–100	68	81	72	#	#	#
Number Scoring 85–100	53	50	53	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	99%	100%	#	#	#
Percentage of Tested Scoring 85–100	78%	61%	74%	#	#	#
Comprehensive Latin						
Number Tested	41	9	0	0	0	0
Number Scoring 55–100	41	9	0	0	0	0
Number Scoring 65–100	41	9	0	0	0	0
Number Scoring 85–100	32	6	0	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	78%	67%	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	0	0	2	0	0	1
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 Tested Scoring 55–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	#
Sequential Mathematics, Course III						
Number Tested	2	131	135	1	6	12
Number Scoring 55–100	#	120	126	#	5	10
Number Scoring 65–100	#	113	119	#	4	9
Number Scoring 85–100	#	56	62	#	2	1
Percentage of Tested Scoring 55–100	#	92%	93%	#	83%	83%
Percentage of Tested Scoring 65–100	#	86%	88%	#	67%	75%
Percentage of Tested Scoring 85–100	#	43%	46%	#	33%	8%

(Form – I)

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	152	152	152	19	19	19	171	171	171
Number Scoring 55–64	5	6	4	2	6	4	7	12	8
Number Scoring 65–84	70	80	66	12	10	10	82	90	76
Number Scoring 85–100	74	57	81	3	0	3	77	57	84
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)