

New York State School Report Card Comprehensive Information Report

BEDS Code: 41-15-04-02-0001

Grade Range : 7-12

Name: New York Mills Junior-Senior High School

Principal: Gary M. Hadfield

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	42	54	50
Eighth	65	35	49
Ninth	44	67	30
Tenth	51	44	61
Eleventh	36	51	40
Twelfth	46	41	45
Ungraded Secondary	0	0	0
Total K-12 Enrollment	284	292	275

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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	2	0.7%	3	1.0%	1	0.4%
Hispanic	1	0.4%	1	0.3%	1	0.4%
White (Not Hispanic)	281	98.9%	288	98.6%	273	99.3%

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	24
Mathematics Grade 8	18	15	21
Science Grade 8	17	8	24
Social Studies Grade 8	21	18	25
English Grade 10	16	13	19
Mathematics Grade 10	0	0	18
Science Grade 10	24	15	20
Social Studies Grade 10	16	14	13

(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	1	0.4%	0	0.0%	2	0.7%
Eligible for Free Lunch	23	8.1%	29	9.9%	30	10.9%

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		95.3%		94.9%		95.4%
Student Suspensions	7	2.4%	13	4.6%	16	5.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.9%	11.6%	10.2%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	98%	88%	100%

Staff Counts

Staff	2002–2003
Total Teachers	26
Total Other Professional Staff	3
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	41	31	76%	32	21	66%	41	32	78%
Students with Disabilities	0	0	0%	2	1	50%	0	0	0%
All Students	41	31	76%	34	22	65%	41	32	78%

*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	13	25	1	1	1	0
Percent	32%	61%	2%	2%	2%	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)
0	0	2	2

*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			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	0	0.0%	0	0.0%

*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		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		158	157
	Number of Students with Disabilities		24	19
	Number of All Students		182	176
	Percent of Enrollment		90%	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	19	100%	9	89%	10	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	36	100%	23	87%	30	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	4	#	3	#	4	#

(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%	0	0%
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%	0	0%
Science	0	0%	0	0%	0	0%
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%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	35	43	38	3	1	2
Number Scoring 55–100	35	42	36	#	#	#
Number Scoring 65–100	31	37	33	#	#	#
Number Scoring 85–100	14	21	17	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	95%	#	#	#
Percentage of Tested Scoring 65–100	89%	86%	87%	#	#	#
Percentage of Tested Scoring 85–100	40%	49%	45%	#	#	#
Mathematics A						
Number Tested	0	49	87	0	3	7
Number Scoring 55–100	0	39	78	0	#	6
Number Scoring 65–100	0	39	76	0	#	6
Number Scoring 85–100	0	21	35	0	#	1
Percentage of Tested Scoring 55–100	0%	80%	90%	0%	#	86%
Percentage of Tested Scoring 65–100	0%	80%	87%	0%	#	86%
Percentage of Tested Scoring 85–100	0%	43%	40%	0%	#	14%
Mathematics B (first administered June 2001)						
Number Tested	0	0	32	0	0	0
Number Scoring 55–100	0	0	21	0	0	0
Number Scoring 65–100	0	0	19	0	0	0
Number Scoring 85–100	0	0	2	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	66%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	59%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	6%	0%	0%	0%
Global History and Geography						
Number Tested	46	39	68	2	2	6
Number Scoring 55–100	46	37	67	#	#	6
Number Scoring 65–100	40	29	66	#	#	6
Number Scoring 85–100	17	11	26	#	#	0
Percentage of Tested Scoring 55–100	100%	95%	99%	#	#	100%
Percentage of Tested Scoring 65–100	87%	74%	97%	#	#	100%
Percentage of Tested Scoring 85–100	37%	28%	38%	#	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	37	43	38	4	2	3
Number Scoring 55–100	35	42	37	#	#	#
Number Scoring 65–100	34	37	32	#	#	#
Number Scoring 85–100	20	16	18	#	#	#
Percentage of Tested Scoring 55–100	95%	98%	97%	#	#	#
Percentage of Tested Scoring 65–100	92%	86%	84%	#	#	#
Percentage of Tested Scoring 85–100	54%	37%	47%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	45	33	62	2	0	5
Number Scoring 55–100	45	33	62	#	0	5
Number Scoring 65–100	45	33	58	#	0	4
Number Scoring 85–100	10	12	17	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	100%
Percentage of Tested Scoring 65–100	100%	100%	94%	#	0%	80%
Percentage of Tested Scoring 85–100	22%	36%	27%	#	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	32	65	26	0	7	5
Number Scoring 55–100	32	65	26	0	7	5
Number Scoring 65–100	32	65	26	0	7	5
Number Scoring 85–100	25	45	23	0	0	4
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	100%	100%
Percentage of Tested Scoring 85–100	78%	69%	88%	0%	0%	80%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		24	29		0	0
Number Scoring 55–100		20	27		0	0
Number Scoring 65–100		12	13		0	0
Number Scoring 85–100		0	2		0	0
Percentage of Tested Scoring 55–100		83%	93%		0%	0%
Percentage of Tested Scoring 65–100		50%	45%		0%	0%
Percentage of Tested Scoring 85–100		0%	7%		0%	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	19	12	14	0	0	0
Number Scoring 55–100	19	12	14	0	0	0
Number Scoring 65–100	19	12	14	0	0	0
Number Scoring 85–100	10	3	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	53%	25%	57%	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	19	21	32	0	0	1
Number Scoring 55–100	19	21	32	0	0	#
Number Scoring 65–100	19	21	32	0	0	#
Number Scoring 85–100	11	18	23	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	58%	86%	72%	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	45	0	0	1	0	0
Number Scoring 55–100	40	0	0	#	0	0
Number Scoring 65–100	37	0	0	#	0	0
Number Scoring 85–100	10	0	0	#	0	0
Percentage of Tested Scoring 55–100	89%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	82%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	22%	0%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	35	29	8	2	0	0
Number Scoring 55–100	29	20	3	#	0	0
Number Scoring 65–100	27	19	2	#	0	0
Number Scoring 85–100	16	6	0	#	0	0
Percentage of Tested Scoring 55–100	83%	69%	38%	#	0%	0%
Percentage of Tested Scoring 65–100	77%	66%	25%	#	0%	0%
Percentage of Tested Scoring 85–100	46%	21%	0%	#	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%	18	100%	8	100%
Students with Disabilities	3	#	3	#	1	#

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	39	0%	21%	74%	5%
	Students with Disabilities	7	0%	100%	0%	0%
	All Students	46	0%	33%	63%	4%

(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	42	42	42	1	1	1	43	43	43
Number Scoring 55–64	#	#	#	#	#	#	3	4	0
Number Scoring 65–84	#	#	#	#	#	#	22	21	26
Number Scoring 85–100	#	#	#	#	#	#	16	16	16
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)