

New York State School Report Card Comprehensive Information Report

BEDS Code: 49-03-01-06-0007

Grade Range : 9-12

Name: Columbia High School

Principal: Michael Kuzdzal

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	391	393	422
Tenth	395	367	367
Eleventh	330	372	321
Twelfth	323	317	352
Ungraded Secondary	0	3	12
Total K-12 Enrollment	1439	1452	1474

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	26	1.8%	27	1.9%	26	1.8%
Black (Not Hispanic)	28	1.9%	28	1.9%	23	1.6%
Hispanic	10	0.7%	6	0.4%	8	0.5%
White (Not Hispanic)	1375	95.6%	1391	95.8%	1417	96.1%

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	24	25	24
Mathematics Grade 10	24	21	21
Science Grade 10	25	25	25
Social Studies Grade 10	23	23	25

(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
49	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 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	7	0.5%	9	0.6%	6	0.4%
Eligible for Free Lunch	63	4.4%	44	3.0%	31	2.1%

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		92.0%		93.0%		93.0%
Student Suspensions	189	13.3%	115	8.0%	149	10.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.7%	3.2%	2.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	98%	97%

Staff Counts

Staff	2002–2003
Total Teachers	110
Total Other Professional Staff	11
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	291	222	76%	262	195	74%	4	1	25%
Students with Disabilities	14	4	29%	18	6	33%	5	3	60%
All Students	305	226	74%	280	201	72%	9	4	44%

*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	0	0	0	0	0	9
Percent	0%	0%	0%	0%	0%	100%

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	3	0	5

*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			43		3	
	Entered GED Program*			1		1	
	Total Noncompleters			44		4	
Students with Disabilities	Dropped Out			12		3	
	Entered GED Program*			0		0	
	Total Noncompleters			12		3	
All Students	Dropped Out	21	1.5%	55	3.8%	6	0.4%
	Entered GED Program*	11	0.8%	1	0.1%	1	0.1%
	Total Noncompleters	32	2.2%	56	3.9%	7	0.5%

*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	1303
	Number of Students with Disabilities		0	159
	Number of All Students		0	1462
	Percent of Enrollment		0%	99%

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%	10	100%	0	0%
German	0	0%	1	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	60	80%	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	0	0%	3	#	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%	4	#
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	0	0%
Global Studies	4	#	3	#	0	0%
U.S. Hist & Gov't	1	#	2	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	1	#	46	98%
Science	5	0%	0	0%	40	97%
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	3	#
Global Studies	11	45%	12	100%	30	100%
U.S. Hist & Gov't	9	56%	2	#	8	100%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	333	358	278	31	29	34
Number Scoring 55–100	325	341	257	26	20	18
Number Scoring 65–100	311	318	240	21	18	14
Number Scoring 85–100	140	171	100	3	4	0
Percentage of Tested Scoring 55–100	98%	95%	92%	84%	69%	53%
Percentage of Tested Scoring 65–100	93%	89%	86%	68%	62%	41%
Percentage of Tested Scoring 85–100	42%	48%	36%	10%	14%	0%
Mathematics A						
Number Tested	0	1	398	0	0	56
Number Scoring 55–100	0	#	338	0	0	39
Number Scoring 65–100	0	#	295	0	0	29
Number Scoring 85–100	0	#	91	0	0	5
Percentage of Tested Scoring 55–100	0%	#	85%	0%	0%	70%
Percentage of Tested Scoring 65–100	0%	#	74%	0%	0%	52%
Percentage of Tested Scoring 85–100	0%	#	23%	0%	0%	9%
Mathematics B (first administered June 2001)						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
Global History and Geography						
Number Tested	399	344	283	28	29	37
Number Scoring 55–100	386	300	234	25	12	19
Number Scoring 65–100	366	277	216	20	12	15
Number Scoring 85–100	180	117	115	2	3	4
Percentage of Tested Scoring 55–100	97%	87%	83%	89%	41%	51%
Percentage of Tested Scoring 65–100	92%	81%	76%	71%	41%	41%
Percentage of Tested Scoring 85–100	45%	34%	41%	7%	10%	11%
U.S. History and Government (first administered June 2001)						
Number Tested	283	352	261	24	18	26
Number Scoring 55–100	273	343	251	20	17	23
Number Scoring 65–100	260	313	243	18	13	17
Number Scoring 85–100	158	164	156	5	2	4
Percentage of Tested Scoring 55–100	96%	97%	96%	83%	94%	88%
Percentage of Tested Scoring 65–100	92%	89%	93%	75%	72%	65%
Percentage of Tested Scoring 85–100	56%	47%	60%	21%	11%	15%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	345	229	300	14	5	42
Number Scoring 55–100	341	222	285	14	5	32
Number Scoring 65–100	321	218	272	9	5	25
Number Scoring 85–100	108	120	91	1	3	3
Percentage of Tested Scoring 55–100	99%	97%	95%	100%	100%	76%
Percentage of Tested Scoring 65–100	93%	95%	91%	64%	100%	60%
Percentage of Tested Scoring 85–100	31%	52%	30%	7%	60%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	18	317	255	18	22	13
Number Scoring 55–100	15	300	244	15	20	12
Number Scoring 65–100	12	286	236	12	14	11
Number Scoring 85–100	2	139	129	2	1	6
Percentage of Tested Scoring 55–100	83%	95%	96%	83%	91%	92%
Percentage of Tested Scoring 65–100	67%	90%	93%	67%	64%	85%
Percentage of Tested Scoring 85–100	11%	44%	51%	11%	5%	46%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		221	148		2	2
Number Scoring 55–100		212	145		#	#
Number Scoring 65–100		176	128		#	#
Number Scoring 85–100		38	28		#	#
Percentage of Tested Scoring 55–100		96%	98%		#	#
Percentage of Tested Scoring 65–100		80%	86%		#	#
Percentage of Tested Scoring 85–100		17%	19%		#	#
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	80	66	60	0	1	1
Number Scoring 55–100	78	65	59	0	#	#
Number Scoring 65–100	73	61	58	0	#	#
Number Scoring 85–100	40	21	38	0	#	#
Percentage of Tested Scoring 55–100	97%	98%	98%	0%	#	#
Percentage of Tested Scoring 65–100	91%	92%	97%	0%	#	#
Percentage of Tested Scoring 85–100	50%	32%	63%	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	29	15	37	0	0	0
Number Scoring 55–100	29	15	36	0	0	0
Number Scoring 65–100	29	14	35	0	0	0
Number Scoring 85–100	16	6	16	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	93%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	55%	40%	43%	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	182	156	124	3	4	4
Number Scoring 55–100	180	153	123	#	#	#
Number Scoring 65–100	177	147	116	#	#	#
Number Scoring 85–100	123	65	69	#	#	#
Percentage of Tested Scoring 55–100	99%	98%	99%	#	#	#
Percentage of Tested Scoring 65–100	97%	94%	94%	#	#	#
Percentage of Tested Scoring 85–100	68%	42%	56%	#	#	#
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	410	315	25	18	12	3
Number Scoring 55–100	348	270	17	12	10	#
Number Scoring 65–100	306	236	11	9	8	#
Number Scoring 85–100	141	110	0	2	1	#
Percentage of Tested Scoring 55–100	85%	86%	68%	67%	83%	#
Percentage of Tested Scoring 65–100	75%	75%	44%	50%	67%	#
Percentage of Tested Scoring 85–100	34%	35%	0%	11%	8%	#
Sequential Mathematics, Course III						
Number Tested	260	233	188	4	5	3
Number Scoring 55–100	208	215	168	#	4	#
Number Scoring 65–100	191	198	154	#	3	#
Number Scoring 85–100	98	109	70	#	3	#
Percentage of Tested Scoring 55–100	80%	92%	89%	#	80%	#
Percentage of Tested Scoring 65–100	73%	85%	82%	#	60%	#
Percentage of Tested Scoring 85–100	38%	47%	37%	#	60%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	54	98%	74	78%	85	98%
Students with Disabilities	24	88%	28	93%	15	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	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	339	339	339	27	27	27	366	366	366
Number Scoring 55–64	14	23	10	4	4	7	18	27	17
Number Scoring 65–84	138	127	143	12	13	8	150	140	151
Number Scoring 85–100	173	162	173	3	2	5	176	164	178
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)