

New York State School Report Card

Comprehensive Information Report

BEDS Code: 43-12-01-04-0002
 Name: Naples High School
 Principal: Kenneth Foster

Grade Range : 7-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	68	74	76
Eighth	75	68	74
Ninth	91	80	79
Tenth	85	83	72
Eleventh	70	81	82
Twelfth	85	65	80
Ungraded Secondary	0	0	0
Total K-12 Enrollment	474	451	463

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	12	2.5%	6	1.3%	5	1.1%
Black (Not Hispanic)	2	0.4%	2	0.4%	2	0.4%
Hispanic	6	1.3%	7	1.6%	8	1.7%
White (Not Hispanic)	454	95.8%	436	96.7%	448	96.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	19	20
Mathematics Grade 8	13	13	18
Science Grade 8	20	19	16
Social Studies Grade 8	18	19	20
English Grade 10	15	21	19
Mathematics Grade 10	17	21	14
Science Grade 10	16	15	18
Social Studies Grade 10	16	16	17

(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
51	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 higher 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	74	15.6%	65	14.4%	99	21.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.9%		85.1%		95.1%
Student Suspensions	12	2.6%	28	5.9%	17	3.8%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	4.9%	5.8%	5.2%
Public Assistance	11-20%	11-20%	21-30%
Student Stability	96%	95%	100%

Staff Counts

Staff	2003-04
Total Teachers	45
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	69	57	83%	52	43	83%	79	79	100%
Students with Disabilities	9	2	22%	6	2	33%	8	8	100%
All Students	78	59	76%	58	45	78%	87	87	100%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	46	33	0	1	3	4
Percent	53%	38%	0%	1%	3%	5%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
8	8	1	9

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	5		3		1	0.3%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	5		3		1	0.3%
Students with Disabilities	Dropped Out	0		1		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		1		0	0.0%
All Students	Dropped Out	5	1.5%	4	1.3%	1	0.2%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	5	1.5%	4	1.3%	1	0.2%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	126	194
	Number of Students with Disabilities	0	16	39
	Number of All Students	0	142	233
	Percent of Enrollment	0%	100%	155%
9-12	Number of General-Education Students	180	259	181
	Number of Students with Disabilities	0	50	54
	Number of All Students	180	309	235
	Percent of Enrollment	54%	100%	75%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	12	100%	29	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	28	100%	51	88%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	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	#	3	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	5	80%
Science	0	0%	0	0%	3	#
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	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	64	74	76	6	7	9
Number Scoring 55–100	60	70	76	3	4	9
Number Scoring 65–100	54	69	75	2	4	9
Number Scoring 85–100	32	45	45	0	0	2
Percentage of Tested Scoring 55–100	94%	95%	100%	50%	57%	100%
Percentage of Tested Scoring 65–100	84%	93%	99%	33%	57%	100%
Percentage of Tested Scoring 85–100	50%	61%	59%	0%	0%	22%
Mathematics A						
Number Tested	23	70	73	1	6	9
Number Scoring 55–100	22	69	73	#	6	9
Number Scoring 65–100	21	68	71	#	6	8
Number Scoring 85–100	8	15	26	#	2	1
Percentage of Tested Scoring 55–100	96%	99%	100%	#	100%	100%
Percentage of Tested Scoring 65–100	91%	97%	97%	#	100%	89%
Percentage of Tested Scoring 85–100	35%	21%	36%	#	33%	11%
Mathematics B						
Number Tested	0	19	59	0	0	4
Number Scoring 55–100	0	15	52	0	0	#
Number Scoring 65–100	0	14	45	0	0	#
Number Scoring 85–100	0	6	7	0	0	#
Percentage of Tested Scoring 55–100	0%	79%	88%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	74%	76%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	32%	12%	0%	0%	#
Global History and Geography						
Number Tested	80	72	76	7	9	9
Number Scoring 55–100	78	72	73	6	9	9
Number Scoring 65–100	78	72	69	6	9	7
Number Scoring 85–100	36	48	43	0	3	1
Percentage of Tested Scoring 55–100	97%	100%	96%	86%	100%	100%
Percentage of Tested Scoring 65–100	97%	100%	91%	86%	100%	78%
Percentage of Tested Scoring 85–100	45%	67%	57%	0%	33%	11%
U.S. History and Government						
Number Tested	62	78	69	7	7	7
Number Scoring 55–100	59	75	69	6	4	7
Number Scoring 65–100	51	73	69	2	4	7
Number Scoring 85–100	23	43	43	0	0	1
Percentage of Tested Scoring 55–100	95%	96%	100%	86%	57%	100%
Percentage of Tested Scoring 65–100	82%	94%	100%	29%	57%	100%
Percentage of Tested Scoring 85–100	37%	55%	62%	0%	0%	14%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	77	72	76	5	7	11
Number Scoring 55–100	76	72	74	5	7	9
Number Scoring 65–100	76	71	72	5	6	7
Number Scoring 85–100	29	21	28	0	1	1
Percentage of Tested Scoring 55–100	99%	100%	97%	100%	100%	82%
Percentage of Tested Scoring 65–100	99%	99%	95%	100%	86%	64%
Percentage of Tested Scoring 85–100	38%	29%	37%	0%	14%	9%
Physical Setting/Earth Science						
Number Tested	83	82	69	11	13	6
Number Scoring 55–100	82	76	62	11	12	3
Number Scoring 65–100	75	71	57	7	10	3
Number Scoring 85–100	29	22	12	0	1	0
Percentage of Tested Scoring 55–100	99%	93%	90%	100%	92%	50%
Percentage of Tested Scoring 65–100	90%	87%	83%	64%	77%	50%
Percentage of Tested Scoring 85–100	35%	27%	17%	0%	8%	0%
Physical Setting/Chemistry						
Number Tested	29	39	33	1	0	1
Number Scoring 55–100	26	39	31	#	0	#
Number Scoring 65–100	21	38	27	#	0	#
Number Scoring 85–100	9	14	10	#	0	#
Percentage of Tested Scoring 55–100	90%	100%	94%	#	0%	#
Percentage of Tested Scoring 65–100	72%	97%	82%	#	0%	#
Percentage of Tested Scoring 85–100	31%	36%	30%	#	0%	#
Physical Setting/Physics						
Number Tested			23			1
Number Scoring 55–100			23			#
Number Scoring 65–100			21			#
Number Scoring 85–100			12			#
Percentage of Tested Scoring 55–100			100%			#
Percentage of Tested Scoring 65–100			91%			#
Percentage of Tested Scoring 85–100			52%			#

* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
Number Tested	8	16	11	0	1	0
Number Scoring 55–100	8	16	11	0	#	0
Number Scoring 65–100	8	16	11	0	#	0
Number Scoring 85–100	3	6	7	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	38%	38%	64%	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	40	36	24	0	0	0
Number Scoring 55–100	40	36	24	0	0	0
Number Scoring 65–100	39	35	24	0	0	0
Number Scoring 85–100	23	16	13	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	57%	44%	54%	0%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	59	14	0	1	1	0
Number Scoring 55–100	51	9	0	#	#	0
Number Scoring 65–100	48	8	0	#	#	0
Number Scoring 85–100	18	1	0	#	#	0
Percentage of Tested Scoring 55–100	86%	64%	0%	#	#	0%
Percentage of Tested Scoring 65–100	81%	57%	0%	#	#	0%
Percentage of Tested Scoring 85–100	31%	7%	0%	#	#	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	7	100%
Students with Disabilities	0	0%	0	0%	2	#

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	70	0%	14%	60%	26%
	Students with Disabilities	5	20%	40%	20%	20%
	All Students	75	1%	16%	57%	25%

(Form – I)

New York State Alternate Assessments (NYSAA) 2003–04

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	#	#	#	#

2000 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	65	65	65	10	10	10	75	75	75
Number Scoring 55–64	0	1	2	0	0	0	0	1	2
Number Scoring 65–84	29	19	30	5	4	5	34	23	35
Number Scoring 85–100	36	44	33	0	0	0	36	44	33
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)