

# New York State School Report Card Comprehensive Information Report

BEDS Code: 14-22-01-04-0001  
 Name: North Collins Junior-Senior High School  
 Principal: Annie R. Metcalf

Grade Range : 7-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	62	56	62
Eighth	73	60	50
Ninth	65	72	56
Tenth	60	58	68
Eleventh	65	60	60
Twelfth	60	67	60
Ungraded Secondary	2	0	0
Total K-12 Enrollment	387	373	356

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	6	1.6%	2	0.5%	0	0.0%
Black (Not Hispanic)	2	0.5%	1	0.3%	0	0.0%
Hispanic	1	0.3%	2	0.5%	1	0.3%
White (Not Hispanic)	378	97.7%	368	98.7%	355	99.7%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	15	0	0
English Grade 8	22	20	0
Mathematics Grade 8	25	23	0
Science Grade 8	18	16	0
Social Studies Grade 8	24	21	0
English Grade 10	19	19	0
Mathematics Grade 10	18	20	36
Science Grade 10	23	22	35
Social Studies Grade 10	22	21	0

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	39	10.1%	42	11.3%	50	14.0%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.9%		96.1%		95.7%
Student Suspensions	1	0.3%	7	1.8%	4	1.1%

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

	2002-03	2003-04	2004-05
Reduced Lunch	8.0%	13.7%	9.3%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	93%	99%	100%

### Staff Counts

Staff	2004-05
Total Teachers	27
Total Other Professional Staff	1
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 and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	44	55	54
	Regents Diplomas	30	33	52
	% Regents Diplomas	68%	60%	96%
	Regents Diplomas with Advanced Designation**			19
	% Regents Diplomas with Advanced Designation			35%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	5	9	0
	Regents Diplomas	1	3	0
	% Regents Diplomas	20%	33%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	0	1
<b>All Students</b>	Total Graduates*	49	64	54
	Regents Diplomas	31	36	52
	% Regents Diplomas	63%	56%	96%
	Regents Diplomas with Advanced Designation**			19
	% Regents Diplomas with Advanced Designation			35%
	IEP Diplomas or Local Certificates	2	0	1

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	28	12	0	2	11	0	1	0
	<b>Percent</b>	52%	22%	0%	4%	20%	0%	2%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	0	0	0	0	0	0	0
	<b>Percent</b>	0%	0%	0%	0%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	28	12	0	2	11	0	1	0
	<b>Percent</b>	52%	22%	0%	4%	20%	0%	2%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	3		3	1.4%	0	0.0%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	4		3	1.4%	0	0.0%
<b>Students with Disabilities</b>	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	1		0	0.0%	1	4.2%
	Total Noncompleters	1		0	0.0%	1	4.2%
<b>All Students</b>	Dropped Out	3	1.2%	3	1.2%	0	0.0%
	Entered GED Program*	2	0.8%	0	0.0%	1	0.4%
	Total Noncompleters	5	2.0%	3	1.2%	1	0.4%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	0	107
	Number of Students with Disabilities	0	0	5
	Number of All Students	0	0	112
	Percent of Enrollment	0%	0%	100%
9-12	Number of General-Education Students	0	0	50
	Number of Students with Disabilities	0	29	10
	Number of All Students	0	29	60
	Percent of Enrollment	0%	11%	25%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	15	93%	12	92%	13	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	52	87%	46	87%	32	100%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	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	2	#	3	#	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	1	#	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	2	#	0	0%
Science	0	0%	1	#	0	0%
Reading	4	#	1	#	2	#
Writing	4	#	1	#	2	#
Global Studies	2	#	5	20%	2	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form - E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	70	61	58	8	3	6
Number Scoring 55-100	65	59	54	6	#	4
Number Scoring 65-100	62	58	48	6	#	2
Number Scoring 85-100	15	26	19	0	#	0
Percentage of Tested Scoring 55-100	93%	97%	93%	75%	#	67%
Percentage of Tested Scoring 65-100	89%	95%	83%	75%	#	33%
Percentage of Tested Scoring 85-100	21%	43%	33%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	63	64	55	6	5	3
Number Scoring 55-100	60	63	55	4	5	#
Number Scoring 65-100	55	55	53	3	4	#
Number Scoring 85-100	6	20	16	0	0	#
Percentage of Tested Scoring 55-100	95%	98%	100%	67%	100%	#
Percentage of Tested Scoring 65-100	87%	86%	96%	50%	80%	#
Percentage of Tested Scoring 85-100	10%	31%	29%	0%	0%	#
<b>Mathematics B</b>						
Number Tested	0	36	30	0	0	0
Number Scoring 55-100	0	28	22	0	0	0
Number Scoring 65-100	0	22	20	0	0	0
Number Scoring 85-100	0	9	4	0	0	0
Percentage of Tested Scoring 55-100	0%	78%	73%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	61%	67%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	25%	13%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	81	61	72	9	9	9
Number Scoring 55-100	74	55	54	7	5	4
Number Scoring 65-100	68	48	42	5	3	2
Number Scoring 85-100	19	18	4	1	0	0
Percentage of Tested Scoring 55-100	91%	90%	75%	78%	56%	44%
Percentage of Tested Scoring 65-100	84%	79%	58%	56%	33%	22%
Percentage of Tested Scoring 85-100	23%	30%	6%	11%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	61	68	66	7	4	8
Number Scoring 55-100	56	67	52	6	#	2
Number Scoring 65-100	52	53	44	4	#	2
Number Scoring 85-100	21	11	14	0	#	0
Percentage of Tested Scoring 55-100	92%	99%	79%	86%	#	25%
Percentage of Tested Scoring 65-100	85%	78%	67%	57%	#	25%
Percentage of Tested Scoring 85-100	34%	16%	21%	0%	#	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	66	61	75	2	9	7
Number Scoring 55-100	65	61	75	#	9	7
Number Scoring 65-100	62	55	74	#	6	7
Number Scoring 85-100	26	26	33	#	0	2
Percentage of Tested Scoring 55-100	98%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	94%	90%	99%	#	67%	100%
Percentage of Tested Scoring 85-100	39%	43%	44%	#	0%	29%
<b>Physical Setting/Earth Science</b>						
Number Tested	51	63	48	1	3	3
Number Scoring 55-100	47	62	48	#	#	#
Number Scoring 65-100	45	60	46	#	#	#
Number Scoring 85-100	25	26	24	#	#	#
Percentage of Tested Scoring 55-100	92%	98%	100%	#	#	#
Percentage of Tested Scoring 65-100	88%	95%	96%	#	#	#
Percentage of Tested Scoring 85-100	49%	41%	50%	#	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	38	44	34	2	1	0
Number Scoring 55-100	36	42	34	#	#	0
Number Scoring 65-100	30	34	31	#	#	0
Number Scoring 85-100	7	6	10	#	#	0
Percentage of Tested Scoring 55-100	95%	95%	100%	#	#	0%
Percentage of Tested Scoring 65-100	79%	77%	91%	#	#	0%
Percentage of Tested Scoring 85-100	18%	14%	29%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested		16	12		0	0
Number Scoring 55-100		11	7		0	0
Number Scoring 65-100		10	5		0	0
Number Scoring 85-100		2	1		0	0
Percentage of Tested Scoring 55-100		69%	58%		0%	0%
Percentage of Tested Scoring 65-100		62%	42%		0%	0%
Percentage of Tested Scoring 85-100		12%	8%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	12	12	9	0	0	1
Number Scoring 55-100	12	12	9	0	0	#
Number Scoring 65-100	11	12	9	0	0	#
Number Scoring 85-100	3	12	4	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	92%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	25%	100%	44%	0%	0%	#
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	33	18	27	1	0	0
Number Scoring 55-100	33	18	26	#	0	0
Number Scoring 65-100	33	18	26	#	0	0
Number Scoring 85-100	14	12	16	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	96%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	96%	#	0%	0%
Percentage of Tested Scoring 85-100	42%	67%	59%	#	0%	0%
<b>Comprehensive Latin</b>						
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)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	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
<b>June 2005</b>	General-Education Students	32	0%	16%	66%	19%
	Students with Disabilities	17	6%	29%	65%	0%
	All Students	49	2%	20%	65%	12%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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

### 2001 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	58	58	58	1	1	1	59	59	59
Number Scoring 55–64	#	#	#	#	#	#	0	2	0
Number Scoring 65–84	#	#	#	#	#	#	38	42	32
Number Scoring 85–100	#	#	#	#	#	#	18	12	25
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)