

New York State School Report Card

Comprehensive Information Report

BEDS Code: 17-09-01-04-0001
 Name: Northville High School
 Principal: Carm Serge

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	48	66	45
Eighth	60	43	67
Ninth	63	59	44
Tenth	49	50	57
Eleventh	46	46	42
Twelfth	38	40	45
Ungraded Secondary	0	0	0
Total K-12 Enrollment	304	304	300

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	1	0.3%	0	0.0%	3	1.0%
Black (Not Hispanic)	0	0.0%	2	0.7%	2	0.7%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	303	99.7%	302	99.3%	295	98.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	12	10	16
Mathematics Grade 8	12	0	17
Science Grade 8	22	14	14
Social Studies Grade 8	29	10	16
English Grade 10	17	16	17
Mathematics Grade 10	23	8	20
Science Grade 10	21	0	0
Social Studies Grade 10	16	15	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

	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	28	9.2%	36	11.8%	29	9.7%

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		93.0%		93.2%		93.6%
Student Suspensions	56	17.7%	27	8.9%	20	6.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	4.9%	12.2%	11.0%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	98%	93%

Staff Counts

Staff	2003-04
Total Teachers	26
Total Other Professional Staff	3
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	32	22	69%	32	20	62%	35	23	66%
Students with Disabilities	2	0	0%	3	0	0%	1	0	0%
All Students	34	22	65%	35	20	57%	36	23	64%

*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	12	17	2	1	2	2
Percent	33%	47%	6%	3%	6%	6%

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)
1	0	5	6

*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	2		4		1	0.6%
	Entered GED Program*	4		6		4	2.5%
	Total Noncompleters	6		10		5	3.1%
Students with Disabilities	Dropped Out	2		1		3	10.0%
	Entered GED Program*	1		0		2	6.7%
	Total Noncompleters	3		1		5	16.7%
All Students	Dropped Out	4	2.0%	5	2.6%	4	2.1%
	Entered GED Program*	5	2.6%	6	3.1%	6	3.2%
	Total Noncompleters	9	4.6%	11	5.6%	10	5.3%

*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	0	115
	Number of Students with Disabilities	0	0	25
	Number of All Students	0	0	140
	Percent of Enrollment	0%	0%	125%
9–12	Number of General-Education Students	0	0	155
	Number of Students with Disabilities	0	0	40
	Number of All Students	0	0	195
	Percent of Enrollment	0%	0%	104%

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	12	100%	8	100%	17	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	21	90%	16	100%	20	85%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	0	0%	1	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	2	#	2	#
Science	5	80%	3	#	2	#
Reading	3	#	0	0%	1	#
Writing	3	#	0	0%	1	#
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	1	#	1	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	86%	7	86%	6	100%
Science	6	50%	7	100%	0	0%
Reading	2	#	2	#	1	#
Writing	2	#	2	#	1	#
Global Studies	1	#	1	#	3	#
U.S. Hist & Gov't	0	0%	1	#	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	36	42	43	2	3	3
Number Scoring 55–100	32	41	41	#	#	#
Number Scoring 65–100	26	38	38	#	#	#
Number Scoring 85–100	6	13	15	#	#	#
Percentage of Tested Scoring 55–100	89%	98%	95%	#	#	#
Percentage of Tested Scoring 65–100	72%	90%	88%	#	#	#
Percentage of Tested Scoring 85–100	17%	31%	35%	#	#	#
Mathematics A						
Number Tested	9	27	41	1	1	3
Number Scoring 55–100	6	25	38	#	#	#
Number Scoring 65–100	4	19	34	#	#	#
Number Scoring 85–100	0	3	8	#	#	#
Percentage of Tested Scoring 55–100	67%	93%	93%	#	#	#
Percentage of Tested Scoring 65–100	44%	70%	83%	#	#	#
Percentage of Tested Scoring 85–100	0%	11%	20%	#	#	#
Mathematics B						
Number Tested	0	0	13	0	0	0
Number Scoring 55–100	0	0	12	0	0	0
Number Scoring 65–100	0	0	9	0	0	0
Number Scoring 85–100	0	0	2	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	92%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	69%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	15%	0%	0%	0%
Global History and Geography						
Number Tested	41	49	58	5	5	6
Number Scoring 55–100	37	40	51	4	4	3
Number Scoring 65–100	30	32	43	0	1	2
Number Scoring 85–100	12	7	14	0	0	1
Percentage of Tested Scoring 55–100	90%	82%	88%	80%	80%	50%
Percentage of Tested Scoring 65–100	73%	65%	74%	0%	20%	33%
Percentage of Tested Scoring 85–100	29%	14%	24%	0%	0%	17%
U.S. History and Government						
Number Tested	38	36	38	3	2	3
Number Scoring 55–100	36	36	35	#	#	#
Number Scoring 65–100	27	31	33	#	#	#
Number Scoring 85–100	9	15	17	#	#	#
Percentage of Tested Scoring 55–100	95%	100%	92%	#	#	#
Percentage of Tested Scoring 65–100	71%	86%	87%	#	#	#
Percentage of Tested Scoring 85–100	24%	42%	45%	#	#	#

(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	34	34	33	2	1	1
Number Scoring 55–100	34	34	33	#	#	#
Number Scoring 65–100	34	33	31	#	#	#
Number Scoring 85–100	14	7	4	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	97%	94%	#	#	#
Percentage of Tested Scoring 85–100	41%	21%	12%	#	#	#
Physical Setting/Earth Science						
Number Tested	45	42	54	4	4	10
Number Scoring 55–100	44	38	49	#	#	7
Number Scoring 65–100	37	37	33	#	#	3
Number Scoring 85–100	13	11	7	#	#	0
Percentage of Tested Scoring 55–100	98%	90%	91%	#	#	70%
Percentage of Tested Scoring 65–100	82%	88%	61%	#	#	30%
Percentage of Tested Scoring 85–100	29%	26%	13%	#	#	0%
Physical Setting/Chemistry						
Number Tested	14	14	13	0	0	0
Number Scoring 55–100	14	14	13	0	0	0
Number Scoring 65–100	14	12	10	0	0	0
Number Scoring 85–100	4	3	0	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	86%	77%	0%	0%	0%
Percentage of Tested Scoring 85–100	29%	21%	0%	0%	0%	0%
Physical Setting/Physics						
Number Tested			9			0
Number Scoring 55–100			9			0
Number Scoring 65–100			9			0
Number Scoring 85–100			3			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			33%			0%

* 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	15	14	11	0	0	0
Number Scoring 55–100	15	14	10	0	0	0
Number Scoring 65–100	14	14	10	0	0	0
Number Scoring 85–100	7	6	3	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	91%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	100%	91%	0%	0%	0%
Percentage of Tested Scoring 85–100	47%	43%	27%	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	16	13	16	0	0	0
Number Scoring 55–100	16	13	15	0	0	0
Number Scoring 65–100	16	13	15	0	0	0
Number Scoring 85–100	8	7	13	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	54%	81%	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	16	14	1	0	0	0
Number Scoring 55–100	15	14	#	0	0	0
Number Scoring 65–100	15	14	#	0	0	0
Number Scoring 85–100	9	8	#	0	0	0
Percentage of Tested Scoring 55–100	94%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	57%	#	0%	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	21	100%	17	94%	1	#
Students with Disabilities	4	#	3	#	0	0%

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	56	0%	50%	43%	7%
	Students with Disabilities	11	0%	73%	9%	18%
	All Students	67	0%	54%	37%	9%

(Form – I)

New York State Alternate Assessments (NYSAA)

2003–04

	Count of Students					
Test	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

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	37	37	37	7	7	7	44	44	44
Number Scoring 55–64	4	4	3	2	1	1	6	5	4
Number Scoring 65–84	18	16	17	0	0	1	18	16	18
Number Scoring 85–100	12	14	15	0	0	0	12	14	15
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)