

New York State School Report Card Comprehensive Information Report

BEDS Code: 53-03-01-06-0007

Grade Range : 9-12

Name: Niskayuna High School

Principal: John Rickert

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	356	359	401
Tenth	343	354	346
Eleventh	307	338	338
Twelfth	334	316	332
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1340	1367	1417

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	82	6.1%	72	5.3%	80	5.6%
Black (Not Hispanic)	23	1.7%	27	2.0%	25	1.8%
Hispanic	17	1.3%	16	1.2%	12	0.8%
White (Not Hispanic)	1218	90.9%	1252	91.6%	1300	91.7%

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	25	21	23
Mathematics Grade 10	23	21	21
Science Grade 10	26	25	22
Social Studies Grade 10	26	24	21

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low 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	20	1.5%	14	1.0%	6	0.4%
Eligible for Free Lunch	0	0.0%	0	0.0%	22	1.6%

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%		95.4%		94.1%
Student Suspensions	294	22.8%	183	13.7%	350	25.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	98%	98%

Staff Counts

Staff	2002–2003
Total Teachers	115
Total Other Professional Staff	9
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	287	243	85%	276	243	88%	282	242	86%
Students with Disabilities	36	10	28%	4	3	75%	30	6	20%
All Students	323	253	78%	280	246	88%	312	248	79%

*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	240	50	0	6	7	9
Percent	77%	16%	0%	2%	2%	3%

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)
30	6	6	36

*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			19		2	
	Entered GED Program*			11		5	
	Total Noncompleters			30		7	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			1		3	
	Total Noncompleters			1		3	
All Students	Dropped Out	10	0.7%	19	1.4%	2	0.1%
	Entered GED Program*	10	0.7%	12	0.9%	8	0.6%
	Total Noncompleters	20	1.5%	31	2.3%	10	0.7%

*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

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%	21	86%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	9	100%	27	63%	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	3	#	0	0%	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%	1	#
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	1	#	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	15	93%	0	0%	20	95%
Science	1	#	0	0%	2	#
Reading	4	#	0	0%	4	#
Writing	4	#	0	0%	4	#
Global Studies	4	#	0	0%	9	78%
U.S. Hist & Gov't	6	83%	0	0%	7	71%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	317	324	337	32	6	30
Number Scoring 55–100	314	320	325	29	5	23
Number Scoring 65–100	306	310	312	26	5	17
Number Scoring 85–100	146	208	162	4	1	1
Percentage of Tested Scoring 55–100	99%	99%	96%	91%	83%	77%
Percentage of Tested Scoring 65–100	97%	96%	93%	81%	83%	57%
Percentage of Tested Scoring 85–100	46%	64%	48%	12%	17%	3%
Mathematics A						
Number Tested	337	346	434	29	2	53
Number Scoring 55–100	297	321	412	17	#	47
Number Scoring 65–100	278	295	368	11	#	39
Number Scoring 85–100	173	172	193	1	#	10
Percentage of Tested Scoring 55–100	88%	93%	95%	59%	#	89%
Percentage of Tested Scoring 65–100	82%	85%	85%	38%	#	74%
Percentage of Tested Scoring 85–100	51%	50%	44%	3%	#	19%
Mathematics B (first administered June 2001)						
Number Tested	0	168	290	0	0	5
Number Scoring 55–100	0	165	243	0	0	3
Number Scoring 65–100	0	158	211	0	0	1
Number Scoring 85–100	0	71	79	0	0	0
Percentage of Tested Scoring 55–100	0%	98%	84%	0%	0%	60%
Percentage of Tested Scoring 65–100	0%	94%	73%	0%	0%	20%
Percentage of Tested Scoring 85–100	0%	42%	27%	0%	0%	0%
Global History and Geography						
Number Tested	348	349	361	31	1	40
Number Scoring 55–100	344	347	349	30	#	35
Number Scoring 65–100	338	334	331	27	#	31
Number Scoring 85–100	200	153	187	3	#	3
Percentage of Tested Scoring 55–100	99%	99%	97%	97%	#	88%
Percentage of Tested Scoring 65–100	97%	96%	92%	87%	#	78%
Percentage of Tested Scoring 85–100	57%	44%	52%	10%	#	7%
U.S. History and Government (first administered June 2001)						
Number Tested	296	324	354	31	6	35
Number Scoring 55–100	289	320	350	29	6	33
Number Scoring 65–100	270	312	342	28	6	31
Number Scoring 85–100	160	166	206	7	1	10
Percentage of Tested Scoring 55–100	98%	99%	99%	94%	100%	94%
Percentage of Tested Scoring 65–100	91%	96%	97%	90%	100%	89%
Percentage of Tested Scoring 85–100	54%	51%	58%	23%	17%	29%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	322	330	352	23	0	30
Number Scoring 55–100	322	330	351	23	0	29
Number Scoring 65–100	321	326	346	23	0	26
Number Scoring 85–100	139	158	187	2	0	7
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	0%	97%
Percentage of Tested Scoring 65–100	100%	99%	98%	100%	0%	87%
Percentage of Tested Scoring 85–100	43%	48%	53%	9%	0%	23%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	298	294	344	29	0	40
Number Scoring 55–100	287	288	319	29	0	30
Number Scoring 65–100	272	282	288	25	0	23
Number Scoring 85–100	117	111	119	7	0	5
Percentage of Tested Scoring 55–100	96%	98%	93%	100%	0%	75%
Percentage of Tested Scoring 65–100	91%	96%	84%	86%	0%	57%
Percentage of Tested Scoring 85–100	39%	38%	35%	24%	0%	12%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		289	331		1	14
Number Scoring 55–100		277	311		#	9
Number Scoring 65–100		231	240		#	6
Number Scoring 85–100		50	70		#	0
Percentage of Tested Scoring 55–100		96%	94%		#	64%
Percentage of Tested Scoring 65–100		80%	73%		#	43%
Percentage of Tested Scoring 85–100		17%	21%		#	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	69	69	76	0	0	1
Number Scoring 55–100	69	69	76	0	0	#
Number Scoring 65–100	69	68	76	0	0	#
Number Scoring 85–100	57	45	62	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	99%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	83%	65%	82%	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	36	43	26	0	1	1
Number Scoring 55–100	35	43	26	0	#	#
Number Scoring 65–100	35	43	26	0	#	#
Number Scoring 85–100	28	31	20	0	#	#
Percentage of Tested Scoring 55–100	97%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	97%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	78%	72%	77%	0%	#	#
Comprehensive Hebrew						
Number Tested	0	1	0	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%
Comprehensive Spanish						
Number Tested	134	152	154	1	0	4
Number Scoring 55–100	134	152	153	#	0	#
Number Scoring 65–100	134	152	153	#	0	#
Number Scoring 85–100	123	128	121	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	99%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	99%	#	0%	#
Percentage of Tested Scoring 85–100	92%	84%	79%	#	0%	#
Comprehensive Latin						
Number Tested	6	24	15	0	0	0
Number Scoring 55–100	6	24	15	0	0	0
Number Scoring 65–100	6	24	15	0	0	0
Number Scoring 85–100	4	22	13	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	67%	92%	87%	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	47	4	0	3	0	0
Number Scoring 55–100	47	#	0	#	0	0
Number Scoring 65–100	43	#	0	#	0	0
Number Scoring 85–100	11	#	0	#	0	0
Percentage of Tested Scoring 55–100	100%	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	91%	#	0%	#	0%	0%
Percentage of Tested Scoring 85–100	23%	#	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	213	82	0	15	0	0
Number Scoring 55–100	178	81	0	12	0	0
Number Scoring 65–100	159	79	0	9	0	0
Number Scoring 85–100	40	8	0	2	0	0
Percentage of Tested Scoring 55–100	84%	99%	0%	80%	0%	0%
Percentage of Tested Scoring 65–100	75%	96%	0%	60%	0%	0%
Percentage of Tested Scoring 85–100	19%	10%	0%	13%	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	32	100%	42	98%	52	94%
Students with Disabilities	17	100%	2	#	19	84%

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	294	294	294	41	41	41	335	335	335
Number Scoring 55–64	0	3	2	2	2	0	2	5	2
Number Scoring 65–84	88	122	122	25	21	27	113	143	149
Number Scoring 85–100	189	159	158	3	5	3	192	164	161
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)