

New York State School Report Card

Comprehensive Information Report

BEDS Code: 58-04-02-06-0004

Grade Range : 7-12

Name: Cold Spring Harbor High School

Principal: Thomas Dolan

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	184	169	171
Eighth	159	182	171
Ninth	121	162	178
Tenth	112	127	159
Eleventh	121	118	131
Twelfth	123	122	121
Ungraded Secondary	0	0	0
Total K-12 Enrollment	820	880	931

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	6	0.7%	24	2.7%	23	2.5%
Black (Not Hispanic)	2	0.2%	1	0.1%	4	0.4%
Hispanic	0	0.0%	4	0.5%	9	1.0%
White (Not Hispanic)	812	99.0%	851	96.7%	895	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	22	22	21
Mathematics Grade 8	21	23	19
Science Grade 8	22	21	21
Social Studies Grade 8	23	23	22
English Grade 10	19	21	20
Mathematics Grade 10	18	14	13
Science Grade 10	16	14	20
Social Studies Grade 10	24	20	20

(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
52	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 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	2	0.2%	3	0.3%	2	0.2%
Eligible for Free Lunch	1	0.1%	0	0.0%	2	0.2%

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		96.3%		95.6%		96.1%
Student Suspensions	10	1.3%	20	2.4%	5	0.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	None	None	None
Student Stability	100%	98%	98%

Staff Counts

Staff	2002–2003
Total Teachers	77
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	6
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	113	92	81%	118	109	92%	113	94	83%
Students with Disabilities	7	1	14%	3	0	0%	6	2	33%
All Students	120	93	78%	121	109	90%	119	96	81%

*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	112	4	0	0	0	3
Percent	94%	3%	0%	0%	0%	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)
6	2	0	6

*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			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	1	0.2%	0	0.0%	0	0.0%
	Entered GED Program*	1	0.2%	0	0.0%	0	0.0%
	Total Noncompleters	2	0.4%	0	0.0%	0	0.0%

*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		15	0
	Number of Students with Disabilities		0	0
	Number of All Students		15	0
	Percent of Enrollment		3%	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	38	100%	17	100%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	48	96%	0	0%
Spanish	99	99%	69	99%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	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%	2	#	0	0%
Spanish	1	#	2	#	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%	0	0%
Science	0	0%	0	0%	0	0%
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%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	5	100%	0	0%
Science	1	#	0	0%	0	0%
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	2	#	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	121	118	128	5	7	13
Number Scoring 55–100	121	118	128	5	7	13
Number Scoring 65–100	121	117	126	5	6	11
Number Scoring 85–100	75	89	99	1	3	2
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	99%	98%	100%	86%	85%
Percentage of Tested Scoring 85–100	62%	75%	77%	20%	43%	15%
Mathematics A						
Number Tested	0	0	150	0	0	18
Number Scoring 55–100	0	0	146	0	0	16
Number Scoring 65–100	0	0	145	0	0	15
Number Scoring 85–100	0	0	109	0	0	3
Percentage of Tested Scoring 55–100	0%	0%	97%	0%	0%	89%
Percentage of Tested Scoring 65–100	0%	0%	97%	0%	0%	83%
Percentage of Tested Scoring 85–100	0%	0%	73%	0%	0%	17%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	115	130	152	8	14	16
Number Scoring 55–100	115	130	152	8	14	16
Number Scoring 65–100	115	128	151	8	13	16
Number Scoring 85–100	92	77	89	4	4	1
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	98%	99%	100%	93%	100%
Percentage of Tested Scoring 85–100	80%	59%	59%	50%	29%	6%
U.S. History and Government (first administered June 2001)						
Number Tested	119	118	129	6	7	11
Number Scoring 55–100	118	118	127	5	7	10
Number Scoring 65–100	116	116	127	3	7	10
Number Scoring 85–100	90	77	91	1	2	4
Percentage of Tested Scoring 55–100	99%	100%	98%	83%	100%	91%
Percentage of Tested Scoring 65–100	97%	98%	98%	50%	100%	91%
Percentage of Tested Scoring 85–100	76%	65%	71%	17%	29%	36%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	113	116	137	6	10	15
Number Scoring 55–100	113	114	137	6	10	15
Number Scoring 65–100	112	113	135	6	10	13
Number Scoring 85–100	41	47	48	2	0	0
Percentage of Tested Scoring 55–100	100%	98%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	97%	99%	100%	100%	87%
Percentage of Tested Scoring 85–100	36%	41%	35%	33%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	91	134	148	7	14	19
Number Scoring 55–100	91	132	147	7	14	18
Number Scoring 65–100	87	132	145	6	14	17
Number Scoring 85–100	61	83	94	1	3	4
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	100%	95%
Percentage of Tested Scoring 65–100	96%	99%	98%	86%	100%	89%
Percentage of Tested Scoring 85–100	67%	62%	64%	14%	21%	21%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		123	111		3	3
Number Scoring 55–100		122	111		#	#
Number Scoring 65–100		108	109		#	#
Number Scoring 85–100		38	39		#	#
Percentage of Tested Scoring 55–100		99%	100%		#	#
Percentage of Tested Scoring 65–100		88%	98%		#	#
Percentage of Tested Scoring 85–100		31%	35%		#	#
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	32	29	40	0	0	1
Number Scoring 55–100	32	29	40	0	0	#
Number Scoring 65–100	32	28	39	0	0	#
Number Scoring 85–100	26	16	35	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	97%	97%	0%	0%	#
Percentage of Tested Scoring 85–100	81%	55%	88%	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	56	74	92	0	2	1
Number Scoring 55–100	56	74	92	0	#	#
Number Scoring 65–100	55	74	91	0	#	#
Number Scoring 85–100	44	63	69	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	98%	100%	99%	0%	#	#
Percentage of Tested Scoring 85–100	79%	85%	75%	0%	#	#
Comprehensive Latin						
Number Tested	16	5	4	0	0	0
Number Scoring 55–100	16	5	#	0	0	0
Number Scoring 65–100	16	3	#	0	0	0
Number Scoring 85–100	10	0	#	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	60%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	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	130	154	7	5	12	2
Number Scoring 55–100	127	148	6	5	10	#
Number Scoring 65–100	123	143	5	5	9	#
Number Scoring 85–100	91	93	1	3	1	#
Percentage of Tested Scoring 55–100	98%	96%	86%	100%	83%	#
Percentage of Tested Scoring 65–100	95%	93%	71%	100%	75%	#
Percentage of Tested Scoring 85–100	70%	60%	14%	60%	8%	#
Sequential Mathematics, Course III						
Number Tested	104	124	148	12	2	5
Number Scoring 55–100	104	122	144	12	#	5
Number Scoring 65–100	99	119	136	10	#	4
Number Scoring 85–100	72	93	96	0	#	1
Percentage of Tested Scoring 55–100	100%	98%	97%	100%	#	100%
Percentage of Tested Scoring 65–100	95%	96%	92%	83%	#	80%
Percentage of Tested Scoring 85–100	69%	75%	65%	0%	#	20%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	2	#	0	0%
Students with Disabilities	0	0%	1	#	0	0%

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	148	0%	7%	61%	32%
	Students with Disabilities	19	0%	42%	53%	5%
	All Students	167	0%	11%	60%	29%

(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	1	0	#	#	#	#
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	0	1	#	#	#	#
Science	1	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	110	110	110	7	7	7	117	117	117
Number Scoring 55–64	0	2	1	0	0	0	0	2	1
Number Scoring 65–84	22	33	37	3	5	6	25	38	43
Number Scoring 85–100	88	75	71	4	2	1	92	77	72
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)