

New York State School Report Card Comprehensive Information Report

BEDS Code : 51-05-01-04-0001

Grade Range : 5-12

Name : Colton-Pierrepont Junior-Senior High School

Principal: Ms. Suzanne Kelly

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
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	38
Sixth	0	0	31
Ungraded Elementary	0	0	0
Seventh	34	36	38
Eighth	39	32	28
Ninth	35	37	38
Tenth	25	36	35
Eleventh	41	26	30
Twelfth	23	35	26
Ungraded Secondary	0	0	0
Total K-12 Enrollment	197	202	264

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	1	0.5%	0	0.0%	0	0.0%
Black (Not Hispanic)	2	1.0%	0	0.0%	2	0.8%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	194	98.5%	202	100.0%	262	99.2%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	0	0.0%	0	0.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	16	15	14
Mathematics Grade 8	15	8	8
Science Grade 8	19	13	16
Social Studies Grade 8	0	0	0
English Grade 10	0	14	15
Mathematics Grade 10	6	14	7
Science Grade 10	12	13	28
Social Studies Grade 10	25	29	32

(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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.5%		96.0%		96.0%
Student Suspensions	6	2.8%	3	1.5%	12	5.9%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	25.9%	23.3%	26.1%
Reduced Lunch	8.6%	9.9%	13.6%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	100%	91%	100%

Staff Counts

Staff	2001–2002
Total Teachers	23
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching out of Certification*	0
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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	23	12	52%	33	15	45%	19	16	84%
Students with Disabilities	1	0	0%	2	0	0%	0	0	0%
All Students	24	12	50%	35	15	43%	19	16	84%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	11	6	0	1	1	0
Percent	58%	32%	0%	5%	5%	0%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
0	0	0	0

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					0	0.0%
	Entered GED Program*					1	0.8%
	Total Noncompleters					1	0.8%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	1	0.8%	3	2.2%	0	0.0%
	Entered GED Program*	3	2.4%	2	1.5%	1	0.8%
	Total Noncompleters	4	3.2%	5	3.7%	1	0.8%

*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)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	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	3	#	0	0%	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	100%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	43	25	25	1	0	0
Number Scoring 55–100	43	25	25	#	0	0
Number Scoring 65–100	41	25	24	#	0	0
Number Scoring 85–100	6	9	16	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	95%	100%	96%	#	0%	0%
Percentage of Tested Scoring 85–100	14%	36%	64%	#	0%	0%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	27	34	0	0	0	0
Number Scoring 55–100	24	34	0	0	0	0
Number Scoring 65–100	22	30	0	0	0	0
Number Scoring 85–100	6	11	0	0	0	0
Percentage of Tested Scoring 55–100	89%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	81%	88%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	22%	32%	0%	0%	0%	0%
Mathematics A						
Number Tested	0	2	1	0	0	0
Number Scoring 55–100	0	#	#	0	0	0
Number Scoring 65–100	0	#	#	0	0	0
Number Scoring 85–100	0	#	#	0	0	0
Percentage of Tested Scoring 55–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	#	0%	0%	0%
Global Studies (last administered January 2000)						
Number Tested	0			0		
Number Scoring 55–100	0			0		
Number Scoring 65–100	0			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	0%			0%		
Percentage of Tested Scoring 65–100	0%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
Global History and Geography (first administered June 2000)						
Number Tested	26	29	31	0	1	2
Number Scoring 55–100	22	28	31	0	#	#
Number Scoring 65–100	15	25	24	0	#	#
Number Scoring 85–100	4	12	6	0	#	#
Percentage of Tested Scoring 55–100	85%	97%	100%	0%	#	#
Percentage of Tested Scoring 65–100	58%	86%	77%	0%	#	#
Percentage of Tested Scoring 85–100	15%	41%	19%	0%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	33	0		3	0	
Number Scoring 55–100	29	0		#	0	
Number Scoring 65–100	22	0		#	0	
Number Scoring 85–100	7	0		#	0	
Percentage of Tested Scoring 55–100	88%	0%		#	0%	
Percentage of Tested Scoring 65–100	67%	0%		#	0%	
Percentage of Tested Scoring 85–100	21%	0%		#	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		30	26		2	0
Number Scoring 55–100		26	25		#	0
Number Scoring 65–100		21	25		#	0
Number Scoring 85–100		11	13		#	0
Percentage of Tested Scoring 55–100		87%	96%		#	0%
Percentage of Tested Scoring 65–100		70%	96%		#	0%
Percentage of Tested Scoring 85–100		37%	50%		#	0%
Living Environment (first administered June 2001)						
Number Tested		32	24		2	2
Number Scoring 55–100		30	24		#	#
Number Scoring 65–100		26	22		#	#
Number Scoring 85–100		5	8		#	#
Percentage of Tested Scoring 55–100		94%	100%		#	#
Percentage of Tested Scoring 65–100		81%	92%		#	#
Percentage of Tested Scoring 85–100		16%	33%		#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		25	30		0	2
Number Scoring 55–100		25	30		0	#
Number Scoring 65–100		25	30		0	#
Number Scoring 85–100		18	13		0	#
Percentage of Tested Scoring 55–100		100%	100%		0%	#
Percentage of Tested Scoring 65–100		100%	100%		0%	#
Percentage of Tested Scoring 85–100		72%	43%		0%	#

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	35	27	37	23	31
2001	36	37	26	36	34
2002	34	32	26	23	29

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	4	2	3	1	3
2001	4	3	1	3	3
2002	5	4	0	0	2

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	31	34	29	3	3	2
Comprehensive French						
Number Tested	24	16	18	0	0	0
Number Scoring 55–100	24	16	18	0	0	0
Number Scoring 65–100	24	16	18	0	0	0
Number Scoring 85–100	6	5	5	0	0	0
Percentage of AGE Tested	77%	47%	62%	0%	0%	0%
Percentage of AGE Scoring 55–100	77%	47%	62%	0%	0%	0%
Percentage of AGE Scoring 65–100	77%	47%	62%	0%	0%	0%
Percentage of AGE Scoring 85–100	19%	15%	17%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	31	34	29	3	3	2
Sequential Mathematics, Course II						
Number Tested	27	25	24	1	1	0
Number Scoring 55–100	19	20	17	#	#	0
Number Scoring 65–100	16	17	15	#	#	0
Number Scoring 85–100	6	5	8	#	#	0
Percentage of AGE Tested	87%	74%	83%	#	#	0%
Percentage of AGE Scoring 55–100	61%	59%	59%	#	#	0%
Percentage of AGE Scoring 65–100	52%	50%	52%	#	#	0%
Percentage of AGE Scoring 85–100	19%	15%	28%	#	#	0%
Percentage of Tested Scoring 65–100	59%	68%	62%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	18	19	18	0	1	0
Number Scoring 55–100	10	14	14	0	#	0
Number Scoring 65–100	9	12	12	0	#	0
Number Scoring 85–100	4	4	6	0	#	0
Percentage of AGE Tested	58%	56%	62%	0%	#	0%
Percentage of AGE Scoring 55–100	32%	41%	48%	0%	#	0%
Percentage of AGE Scoring 65–100	29%	35%	41%	0%	#	0%
Percentage of AGE Scoring 85–100	13%	12%	21%	0%	#	0%
Percentage of Tested Scoring 65–100	50%	63%	67%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	31	34	29	3	3	2
Earth Science (last administered January 2001)						
Number Tested	0	0		0	0	
Number Scoring 55–100	0	0		0	0	
Number Scoring 65–100	0	0		0	0	
Number Scoring 85–100	0	0		0	0	
Percentage of AGE Tested	0%	0%		0%	0%	
Percentage of AGE Scoring 55–100	0%	0%		0%	0%	
Percentage of AGE Scoring 65–100	0%	0%		0%	0%	
Percentage of AGE Scoring 85–100	0%	0%		0%	0%	
Percentage of Tested Scoring 65–100	0%	0%		0%	0%	
Biology (last administered January 2001)						
Number Tested	29	0		0	0	
Number Scoring 55–100	29	0		0	0	
Number Scoring 65–100	27	0		0	0	
Number Scoring 85–100	8	0		0	0	
Percentage of AGE Tested	94%	0%		0%	0%	
Percentage of AGE Scoring 55–100	94%	0%		0%	0%	
Percentage of AGE Scoring 65–100	87%	0%		0%	0%	
Percentage of AGE Scoring 85–100	26%	0%		0%	0%	
Percentage of Tested Scoring 65–100	93%	0%		0%	0%	
Chemistry (last administered January 2002)						
Number Tested	22	20	0	0	1	0
Number Scoring 55–100	20	19	0	0	#	0
Number Scoring 65–100	18	16	0	0	#	0
Number Scoring 85–100	3	5	0	0	#	0
Percentage of AGE Tested	71%	59%	0%	0%	#	0%
Percentage of AGE Scoring 55–100	65%	56%	0%	0%	#	0%
Percentage of AGE Scoring 65–100	58%	47%	0%	0%	#	0%
Percentage of AGE Scoring 85–100	10%	15%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	82%	80%	0%	0%	#	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	31	34	29	3	3	2
Physics (last administered January 2002)						
Number Tested	13	12	0	0	1	0
Number Scoring 55–100	7	11	0	0	#	0
Number Scoring 65–100	6	6	0	0	#	0
Number Scoring 85–100	0	1	0	0	#	0
Percentage of AGE Tested	42%	35%	0%	0%	#	0%
Percentage of AGE Scoring 55–100	23%	32%	0%	0%	#	0%
Percentage of AGE Scoring 65–100	19%	18%	0%	0%	#	0%
Percentage of AGE Scoring 85–100	0%	3%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	46%	50%	0%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			21			0
Number Scoring 55–100			21			0
Number Scoring 65–100			19			0
Number Scoring 85–100			2			0
Percentage of AGE Tested			72%			0%
Percentage of AGE Scoring 55–100			72%			0%
Percentage of AGE Scoring 65–100			66%			0%
Percentage of AGE Scoring 85–100			7%			0%
Percentage of Tested Scoring 65–100			90%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			8			0
Number Scoring 55–100			5			0
Number Scoring 65–100			3			0
Number Scoring 85–100			1			0
Percentage of AGE Tested			28%			0%
Percentage of AGE Scoring 55–100			17%			0%
Percentage of AGE Scoring 65–100			10%			0%
Percentage of AGE Scoring 85–100			3%			0%
Percentage of Tested Scoring 65–100			38%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	2	#	4	#	9	100%
Students with Disabilities	0	0%	0	0%	2	#

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	General-Education Students	28	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	31	0%	0%	58%	42%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	25	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	29	0%	14%	66%	21%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	23	23	0	0	23	23
Number Scoring 55–64	6	3	0	0	6	3
Number Scoring 65–84	13	9	0	0	13	9
Number Scoring 85–100	4	11	0	0	4	11
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	28	0	28
Number Scoring 55–64	0	0	0
Number Scoring 65–84	9	0	9
Number Scoring 85–100	19	0	19
Approved Alternatives	0	0	0

(Form – O)