

New York State School Report Card Comprehensive Information Report

BEDS Code: 08-12-00-05-0004
 Name: Norwich High School
 Principal: John Ross

Grade Range : 9-12

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	0	0	0
Eighth	0	0	0
Ninth	200	228	211
Tenth	174	171	191
Eleventh	175	139	151
Twelfth	149	181	133
Ungraded Secondary	0	0	12
Total K-12 Enrollment	698	719	698

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	6	0.9%	3	0.4%	8	1.1%
Black (Not Hispanic)	9	1.3%	14	1.9%	8	1.1%
Hispanic	5	0.7%	7	1.0%	9	1.3%
White (Not Hispanic)	678	97.1%	695	96.7%	673	96.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	20	21	16
Mathematics Grade 10	15	19	13
Science Grade 10	20	0	20
Social Studies Grade 10	19	20	17

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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	1	0.1%	1	0.1%	0	0.0%
Eligible for Free Lunch	109	15.6%	107	14.9%	160	22.9%

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		93.2%		93.5%		94.5%
Student Suspensions	35	4.9%	34	4.9%	104	14.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	7.7%	7.1%	9.5%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	99%	94%	97%

Staff Counts

Staff	2003-04
Total Teachers	57
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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	116	97	84%	167	125	75%	101	80	79%
Students with Disabilities	17	8	47%	3	2	67%	19	7	37%
All Students	133	105	79%	170	127	75%	120	87	72%

*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	58	28	8	4	5	17
Percent	48%	23%	7%	3%	4%	14%

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)
19	7	9	28

*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	7		5		23	3.9%
	Entered GED Program*	0		0		4	0.7%
	Total Noncompleters	7		5		27	4.6%
Students with Disabilities	Dropped Out	0		1		6	4.6%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		1		6	4.6%
All Students	Dropped Out	7	1.0%	6	0.8%	29	4.1%
	Entered GED Program*	0	0.0%	0	0.0%	4	0.6%
	Total Noncompleters	7	1.0%	6	0.8%	33	4.6%

*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	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	554	571
	Number of Students with Disabilities	0	165	127
	Number of All Students	0	719	698
	Percent of Enrollment	0%	100%	100%

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; completer 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	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	22	77%	2	#	0	0%

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	1	#	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	2	#
Science	2	#	1	#	1	#
Reading	0	0%	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	2	#	1	#	0	0%
U.S. Hist & Gov't	0	0%	3	#	4	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	0	0%	15	73%
Science	1	#	4	#	4	#
Reading	2	#	21	38%	12	75%
Writing	4	#	4	#	11	91%
Global Studies	10	80%	13	54%	8	38%
U.S. Hist & Gov't	3	#	4	#	12	33%

(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	169	157	157	30	24	29
Number Scoring 55-100	161	148	142	26	16	20
Number Scoring 65-100	150	142	132	21	14	15
Number Scoring 85-100	58	60	45	2	3	1
Percentage of Tested Scoring 55-100	95%	94%	90%	87%	67%	69%
Percentage of Tested Scoring 65-100	89%	90%	84%	70%	58%	52%
Percentage of Tested Scoring 85-100	34%	38%	29%	7%	12%	3%
Mathematics A						
Number Tested	2	214	189	1	28	20
Number Scoring 55-100	#	186	181	#	15	18
Number Scoring 65-100	#	168	178	#	10	18
Number Scoring 85-100	#	56	80	#	2	3
Percentage of Tested Scoring 55-100	#	87%	96%	#	54%	90%
Percentage of Tested Scoring 65-100	#	79%	94%	#	36%	90%
Percentage of Tested Scoring 85-100	#	26%	42%	#	7%	15%
Mathematics B						
Number Tested	0	0	90	0	0	2
Number Scoring 55-100	0	0	86	0	0	#
Number Scoring 65-100	0	0	81	0	0	#
Number Scoring 85-100	0	0	33	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	96%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	90%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	37%	0%	0%	#
Global History and Geography						
Number Tested	144	161	192	24	28	26
Number Scoring 55-100	134	155	172	18	26	16
Number Scoring 65-100	126	141	170	18	19	15
Number Scoring 85-100	34	58	73	2	3	0
Percentage of Tested Scoring 55-100	93%	96%	90%	75%	93%	62%
Percentage of Tested Scoring 65-100	88%	88%	89%	75%	68%	58%
Percentage of Tested Scoring 85-100	24%	36%	38%	8%	11%	0%
U.S. History and Government						
Number Tested	171	150	159	31	22	26
Number Scoring 55-100	162	138	138	26	17	15
Number Scoring 65-100	155	135	131	23	16	13
Number Scoring 85-100	64	60	44	4	1	2
Percentage of Tested Scoring 55-100	95%	92%	87%	84%	77%	58%
Percentage of Tested Scoring 65-100	91%	90%	82%	74%	73%	50%
Percentage of Tested Scoring 85-100	37%	40%	28%	13%	5%	8%

(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	167	161	170	33	21	32
Number Scoring 55-100	161	151	147	31	19	24
Number Scoring 65-100	141	135	128	25	12	15
Number Scoring 85-100	21	28	14	1	0	1
Percentage of Tested Scoring 55-100	96%	94%	86%	94%	90%	75%
Percentage of Tested Scoring 65-100	84%	84%	75%	76%	57%	47%
Percentage of Tested Scoring 85-100	13%	17%	8%	3%	0%	3%
Physical Setting/Earth Science						
Number Tested	125	195	190	24	29	11
Number Scoring 55-100	113	149	156	21	20	8
Number Scoring 65-100	104	130	138	17	15	7
Number Scoring 85-100	39	44	54	3	0	0
Percentage of Tested Scoring 55-100	90%	76%	82%	88%	69%	73%
Percentage of Tested Scoring 65-100	83%	67%	73%	71%	52%	64%
Percentage of Tested Scoring 85-100	31%	23%	28%	12%	0%	0%
Physical Setting/Chemistry						
Number Tested	38	68	88	1	3	6
Number Scoring 55-100	36	58	76	#	#	3
Number Scoring 65-100	26	50	51	#	#	1
Number Scoring 85-100	6	8	7	#	#	0
Percentage of Tested Scoring 55-100	95%	85%	86%	#	#	50%
Percentage of Tested Scoring 65-100	68%	74%	58%	#	#	17%
Percentage of Tested Scoring 85-100	16%	12%	8%	#	#	0%
Physical Setting/Physics						
Number Tested			22			0
Number Scoring 55-100			20			0
Number Scoring 65-100			18			0
Number Scoring 85-100			5			0
Percentage of Tested Scoring 55-100			91%			0%
Percentage of Tested Scoring 65-100			82%			0%
Percentage of Tested Scoring 85-100			23%			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	48	51	34	4	7	1
Number Scoring 55-100	47	51	34	#	7	#
Number Scoring 65-100	45	49	33	#	6	#
Number Scoring 85-100	14	21	14	#	1	#
Percentage of Tested Scoring 55-100	98%	100%	100%	#	100%	#
Percentage of Tested Scoring 65-100	94%	96%	97%	#	86%	#
Percentage of Tested Scoring 85-100	29%	41%	41%	#	14%	#
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	77	55	84	10	3	2
Number Scoring 55-100	72	52	84	9	#	#
Number Scoring 65-100	68	50	80	7	#	#
Number Scoring 85-100	19	20	42	0	#	#
Percentage of Tested Scoring 55-100	94%	95%	100%	90%	#	#
Percentage of Tested Scoring 65-100	88%	91%	95%	70%	#	#
Percentage of Tested Scoring 85-100	25%	36%	50%	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	118	86	3	13	2	0
Number Scoring 55-100	105	77	#	9	#	0
Number Scoring 65-100	98	69	#	8	#	0
Number Scoring 85-100	50	36	#	4	#	0
Percentage of Tested Scoring 55-100	89%	90%	#	69%	#	0%
Percentage of Tested Scoring 65-100	83%	80%	#	62%	#	0%
Percentage of Tested Scoring 85-100	42%	42%	#	31%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	22	95%	25	84%	5	100%
Students with Disabilities	13	100%	14	64%	12	83%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

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	116	116	116	35	35	35	151	151	151
Number Scoring 55–64	1	1	2	2	1	4	3	2	6
Number Scoring 65–84	71	47	68	14	16	17	85	63	85
Number Scoring 85–100	34	59	41	2	1	1	36	60	42
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)