

New York State School Report Card Comprehensive Information Report

BEDS Code: 09-09-01-04-0002

Grade Range : 6-12

Name: Northern Adirondack Junior-Senior High School

Principal: John Coughenour

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	90	113	101
Ungraded Elementary	0	0	0
Seventh	116	102	127
Eighth	103	105	78
Ninth	89	103	118
Tenth	84	81	89
Eleventh	90	76	82
Twelfth	98	90	67
Ungraded Secondary	18	0	0
Total K-12 Enrollment	688	670	662

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	0	0.0%	5	0.7%	3	0.5%
Black (Not Hispanic)	2	0.3%	8	1.2%	5	0.8%
Hispanic	0	0.0%	0	0.0%	1	0.2%
White (Not Hispanic)	686	99.7%	657	98.1%	653	98.6%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	8
English Grade 8	20	25	22
Mathematics Grade 8	19	25	18
Science Grade 8	26	21	25
Social Studies Grade 8	24	21	21
English Grade 10	19	18	23
Mathematics Grade 10	14	16	14
Science Grade 10	20	19	22
Social Studies Grade 10	19	17	19

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	153	22.2%	139	20.7%	139	21.0%

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		93.5%		92.6%		94.8%
Student Suspensions	31	4.6%	18	2.6%	30	4.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.0%	14.0%	12.2%
Public Assistance	31-40%	31-40%	21-30%
Student Stability	68%	98%	97%

Staff Counts

Staff	2002–2003
Total Teachers	47
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	4
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	87	34	39%	69	37	54%	64	31	48%
Students with Disabilities	2	0	0%	0	0	0%	0	0	0%
All Students	89	34	38%	69	37	54%	64	31	48%

*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	18	29	1	6	10	0
Percent	28%	45%	2%	9%	16%	0%

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)
0	0	1	1

*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			13		11	
	Entered GED Program*			5		0	
	Total Noncompleters			18		11	
Students with Disabilities	Dropped Out			4		0	
	Entered GED Program*			0		0	
	Total Noncompleters			4		0	
All Students	Dropped Out	10	2.7%	17	4.9%	11	3.1%
	Entered GED Program*	4	1.1%	5	1.4%	0	0.0%
	Total Noncompleters	14	3.8%	22	6.3%	11	3.1%

*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		239	235
	Number of Students with Disabilities		22	71
	Number of All Students		261	306
	Percent of Enrollment		82%	100%
9-12	Number of General-Education Students		297	319
	Number of Students with Disabilities		14	37
	Number of All Students		311	356
	Percent of Enrollment		89%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	52	94%	53	94%	37	86%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	33	94%	30	77%	27	96%

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%	0	0%	0	0%
Spanish	1	#	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%	2	#
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	21	67%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	5	100%	5	100%
Science	0	0%	2	#	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	74	63	67	0	0	4
Number Scoring 55–100	73	62	62	0	0	#
Number Scoring 65–100	64	57	54	0	0	#
Number Scoring 85–100	27	29	21	0	0	#
Percentage of Tested Scoring 55–100	99%	98%	93%	0%	0%	#
Percentage of Tested Scoring 65–100	86%	90%	81%	0%	0%	#
Percentage of Tested Scoring 85–100	36%	46%	31%	0%	0%	#
Mathematics A						
Number Tested	69	71	92	2	4	6
Number Scoring 55–100	61	58	75	#	#	3
Number Scoring 65–100	53	45	58	#	#	2
Number Scoring 85–100	17	15	14	#	#	0
Percentage of Tested Scoring 55–100	88%	82%	82%	#	#	50%
Percentage of Tested Scoring 65–100	77%	63%	63%	#	#	33%
Percentage of Tested Scoring 85–100	25%	21%	15%	#	#	0%
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	80	71	86	2	6	5
Number Scoring 55–100	79	67	80	#	5	5
Number Scoring 65–100	67	60	75	#	3	5
Number Scoring 85–100	22	15	20	#	0	0
Percentage of Tested Scoring 55–100	99%	94%	93%	#	83%	100%
Percentage of Tested Scoring 65–100	84%	85%	87%	#	50%	100%
Percentage of Tested Scoring 85–100	28%	21%	23%	#	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	71	73	74	0	0	5
Number Scoring 55–100	71	69	72	0	0	5
Number Scoring 65–100	71	54	63	0	0	2
Number Scoring 85–100	0	18	32	0	0	0
Percentage of Tested Scoring 55–100	100%	95%	97%	0%	0%	100%
Percentage of Tested Scoring 65–100	100%	74%	85%	0%	0%	40%
Percentage of Tested Scoring 85–100	0%	25%	43%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	68	63	82	0	4	4
Number Scoring 55–100	68	63	81	0	#	#
Number Scoring 65–100	67	61	77	0	#	#
Number Scoring 85–100	14	22	18	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	99%	0%	#	#
Percentage of Tested Scoring 65–100	99%	97%	94%	0%	#	#
Percentage of Tested Scoring 85–100	21%	35%	22%	0%	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	69	89	85	4	3	1
Number Scoring 55–100	65	85	82	#	#	#
Number Scoring 65–100	62	82	71	#	#	#
Number Scoring 85–100	30	29	35	#	#	#
Percentage of Tested Scoring 55–100	94%	96%	96%	#	#	#
Percentage of Tested Scoring 65–100	90%	92%	84%	#	#	#
Percentage of Tested Scoring 85–100	43%	33%	41%	#	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		34	25		0	0
Number Scoring 55–100		34	24		0	0
Number Scoring 65–100		31	24		0	0
Number Scoring 85–100		6	7		0	0
Percentage of Tested Scoring 55–100		100%	96%		0%	0%
Percentage of Tested Scoring 65–100		91%	96%		0%	0%
Percentage of Tested Scoring 85–100		18%	28%		0%	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	31	16	12	0	0	0
Number Scoring 55–100	31	16	12	0	0	0
Number Scoring 65–100	31	16	12	0	0	0
Number Scoring 85–100	20	6	9	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	65%	38%	75%	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	38	22	14	0	0	0
Number Scoring 55–100	38	22	14	0	0	0
Number Scoring 65–100	38	22	13	0	0	0
Number Scoring 85–100	33	17	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	87%	77%	57%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	8	3	0	0	0	0
Number Scoring 55–100	8	#	0	0	0	0
Number Scoring 65–100	8	#	0	0	0	0
Number Scoring 85–100	1	#	0	0	0	0
Percentage of Tested Scoring 55–100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	12%	#	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	55	51	38	1	0	0
Number Scoring 55–100	43	47	27	#	0	0
Number Scoring 65–100	39	47	23	#	0	0
Number Scoring 85–100	14	22	3	#	0	0
Percentage of Tested Scoring 55–100	78%	92%	71%	#	0%	0%
Percentage of Tested Scoring 65–100	71%	92%	61%	#	0%	0%
Percentage of Tested Scoring 85–100	25%	43%	8%	#	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	38	100%	50	94%	67	90%
Students with Disabilities	0	0%	1	#	3	#

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	60	0%	27%	60%	13%
	Students with Disabilities	15	7%	73%	20%	0%
	All Students	75	1%	36%	52%	11%

(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	65	65	65	1	1	1	66	66	66
Number Scoring 55–64	#	#	#	#	#	#	3	11	2
Number Scoring 65–84	#	#	#	#	#	#	43	34	37
Number Scoring 85–100	#	#	#	#	#	#	19	17	26
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)