

New York State School Report Card Comprehensive Information Report

BEDS Code: 51-22-01-04-0001
 Name: Norwood -Norfolk School
 Principal: Robin Fetter

Grade Range : 7-12

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	110	87	104
Eighth	105	114	92
Ninth	126	101	116
Tenth	88	98	90
Eleventh	93	74	94
Twelfth	102	106	81
Ungraded Secondary	0	0	0
Total K-12 Enrollment	624	580	577

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	1	0.2%	4	0.7%	3	0.5%
Black (Not Hispanic)	4	0.6%	4	0.7%	5	0.9%
Hispanic	5	0.8%	2	0.3%	2	0.3%
White (Not Hispanic)	614	98.4%	570	98.3%	567	98.3%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	21	19
Mathematics Grade 8	21	19	14
Science Grade 8	20	21	17
Social Studies Grade 8	18	21	0
English Grade 10	18	18	17
Mathematics Grade 10	0	0	18
Science Grade 10	20	19	21
Social Studies Grade 10	19	18	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

	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	177	28.4%	155	26.7%	149	25.8%

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		94.3%		93.1%		93.0%
Student Suspensions	78	12.4%	77	12.3%	56	9.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.9%	13.6%	14.2%
Public Assistance	21-30%	31-40%	31-40%
Student Stability	88%	81%	93%

Staff Counts

Staff	2002–2003
Total Teachers	46
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	82	39	48%	81	40	49%	60	39	65%
Students with Disabilities	9	0	0%	6	1	17%	8	1	12%
All Students	91	39	43%	87	41	47%	68	40	59%

*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	19	33	2	3	11	0
Percent	28%	49%	3%	4%	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)
8	1	3	11

*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			2		13	
	Entered GED Program*			1		7	
	Total Noncompleters			3		20	
Students with Disabilities	Dropped Out			0		4	
	Entered GED Program*			0		1	
	Total Noncompleters			0		5	
All Students	Dropped Out	26	6.4%	2	0.5%	17	4.5%
	Entered GED Program*	0	0.0%	1	0.3%	8	2.1%
	Total Noncompleters	26	6.4%	3	0.8%	25	6.6%

*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		107	168
	Number of Students with Disabilities		7	28
	Number of All Students		114	196
	Percent of Enrollment		57%	100%
9-12	Number of General-Education Students		379	333
	Number of Students with Disabilities		0	48
	Number of All Students		379	381
	Percent of Enrollment		100%	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	39	82%	34	94%	34	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	59	68%	62	79%	56	84%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	0	0%	1	#

(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%	2	#	4	#
Science	12	75%	4	#	2	#
Reading	1	#	1	#	1	#
Writing	2	#	1	#	1	#
Global Studies	2	#	0	0%	3	#
U.S. Hist & Gov't	4	#	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	11	91%	4	#
Science	5	80%	3	#	6	83%
Reading	7	57%	6	83%	8	75%
Writing	5	80%	6	83%	7	86%
Global Studies	3	#	0	0%	4	#
U.S. Hist & Gov't	2	#	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	92	72	82	10	6	12
Number Scoring 55–100	84	69	79	8	5	9
Number Scoring 65–100	75	59	68	7	5	6
Number Scoring 85–100	5	16	28	0	1	2
Percentage of Tested Scoring 55–100	91%	96%	96%	80%	83%	75%
Percentage of Tested Scoring 65–100	82%	82%	83%	70%	83%	50%
Percentage of Tested Scoring 85–100	5%	22%	34%	0%	17%	17%
Mathematics A						
Number Tested	0	116	83	0	13	10
Number Scoring 55–100	0	101	73	0	12	8
Number Scoring 65–100	0	94	65	0	11	7
Number Scoring 85–100	0	27	17	0	3	2
Percentage of Tested Scoring 55–100	0%	87%	88%	0%	92%	80%
Percentage of Tested Scoring 65–100	0%	81%	78%	0%	85%	70%
Percentage of Tested Scoring 85–100	0%	23%	20%	0%	23%	20%
Mathematics B (first administered June 2001)						
Number Tested	0	0	27	0	0	2
Number Scoring 55–100	0	0	26	0	0	#
Number Scoring 65–100	0	0	26	0	0	#
Number Scoring 85–100	0	0	5	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	96%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	96%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	19%	0%	0%	#
Global History and Geography						
Number Tested	92	86	79	11	11	9
Number Scoring 55–100	89	81	71	9	10	7
Number Scoring 65–100	68	71	67	5	5	6
Number Scoring 85–100	15	16	19	0	0	1
Percentage of Tested Scoring 55–100	97%	94%	90%	82%	91%	78%
Percentage of Tested Scoring 65–100	74%	83%	85%	45%	45%	67%
Percentage of Tested Scoring 85–100	16%	19%	24%	0%	0%	11%
U.S. History and Government (first administered June 2001)						
Number Tested	90	83	94	11	6	12
Number Scoring 55–100	77	77	92	8	5	12
Number Scoring 65–100	63	54	90	8	2	12
Number Scoring 85–100	15	6	21	2	0	1
Percentage of Tested Scoring 55–100	86%	93%	98%	73%	83%	100%
Percentage of Tested Scoring 65–100	70%	65%	96%	73%	33%	100%
Percentage of Tested Scoring 85–100	17%	7%	22%	18%	0%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	62	72	68	7	6	8
Number Scoring 55–100	62	72	67	7	6	8
Number Scoring 65–100	57	71	64	6	6	8
Number Scoring 85–100	13	26	18	0	1	1
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	92%	99%	94%	86%	100%	100%
Percentage of Tested Scoring 85–100	21%	36%	26%	0%	17%	12%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	97	101	99	10	14	8
Number Scoring 55–100	89	94	88	10	13	6
Number Scoring 65–100	75	84	74	7	12	3
Number Scoring 85–100	25	28	31	0	1	1
Percentage of Tested Scoring 55–100	92%	93%	89%	100%	93%	75%
Percentage of Tested Scoring 65–100	77%	83%	75%	70%	86%	38%
Percentage of Tested Scoring 85–100	26%	28%	31%	0%	7%	12%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		29	43		0	3
Number Scoring 55–100		27	39		0	#
Number Scoring 65–100		19	32		0	#
Number Scoring 85–100		2	4		0	#
Percentage of Tested Scoring 55–100		93%	91%		0%	#
Percentage of Tested Scoring 65–100		66%	74%		0%	#
Percentage of Tested Scoring 85–100		7%	9%		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	25	12	11	1	0	0
Number Scoring 55–100	25	12	11	#	0	0
Number Scoring 65–100	25	11	11	#	0	0
Number Scoring 85–100	5	6	9	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	92%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	20%	50%	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	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	24	42	25	0	1	0
Number Scoring 55–100	24	42	24	0	#	0
Number Scoring 65–100	23	41	24	0	#	0
Number Scoring 85–100	4	21	6	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	96%	0%	#	0%
Percentage of Tested Scoring 65–100	96%	98%	96%	0%	#	0%
Percentage of Tested Scoring 85–100	17%	50%	24%	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	66	2	1	1	0	0
Number Scoring 55–100	58	#	#	#	0	0
Number Scoring 65–100	52	#	#	#	0	0
Number Scoring 85–100	25	#	#	#	0	0
Percentage of Tested Scoring 55–100	88%	#	#	#	0%	0%
Percentage of Tested Scoring 65–100	79%	#	#	#	0%	0%
Percentage of Tested Scoring 85–100	38%	#	#	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	30	40	1	2	0	0
Number Scoring 55–100	30	39	#	#	0	0
Number Scoring 65–100	30	38	#	#	0	0
Number Scoring 85–100	11	26	#	#	0	0
Percentage of Tested Scoring 55–100	100%	97%	#	#	0%	0%
Percentage of Tested Scoring 65–100	100%	95%	#	#	0%	0%
Percentage of Tested Scoring 85–100	37%	65%	#	#	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	47	98%	32	97%	20	95%
Students with Disabilities	11	100%	9	100%	6	67%

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	73	0%	53%	44%	3%
	Students with Disabilities	10	30%	70%	0%	0%
	All Students	83	4%	55%	39%	2%

(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	60	60	60	12	12	12	72	72	72
Number Scoring 55–64	6	7	5	6	2	1	12	9	6
Number Scoring 65–84	38	40	38	4	6	6	42	46	44
Number Scoring 85–100	14	6	14	0	0	0	14	6	14
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)