

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-04-04-03-0009

Grade Range : 9-12

Name: Northport Senior High School

Principal: Irene McLaughlin

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	0	0	0
Eighth	0	0	0
Ninth	444	433	460
Tenth	380	437	432
Eleventh	382	382	434
Twelfth	403	381	390
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1609	1633	1716

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	47	2.9%	53	3.2%	47	2.7%
Black (Not Hispanic)	16	1.0%	14	0.9%	13	0.8%
Hispanic	38	2.4%	38	2.3%	51	3.0%
White (Not Hispanic)	1508	93.7%	1528	93.6%	1605	93.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	20
Social Studies Grade 8	0	0	13
English Grade 10	21	20	18
Mathematics Grade 10	20	20	15
Science Grade 10	25	22	22
Social Studies Grade 10	23	22	22

(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
53	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 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	20	1.2%	19	1.2%	23	1.3%
Eligible for Free Lunch	55	3.4%	31	1.9%	49	2.9%

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		95.8%		95.8%		95.1%
Student Suspensions	70	4.5%	97	6.0%	75	4.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.2%	1.2%	1.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	97%	94%

Staff Counts

Staff	2002–2003
Total Teachers	163
Total Other Professional Staff	20
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*

	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	333	270	81%	283	237	84%	323	274	85%
Students with Disabilities	58	15	26%	46	20	43%	64	37	58%
All Students	391	285	73%	329	257	78%	387	311	80%

*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	289	73	3	5	17	0
Percent	75%	19%	1%	1%	4%	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)
64	37	7	71

*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			7		6	
	Entered GED Program*			1		0	
	Total Noncompleters			8		6	
Students with Disabilities	Dropped Out			8		13	
	Entered GED Program*			2		0	
	Total Noncompleters			10		13	
All Students	Dropped Out	11	0.7%	15	0.9%	19	1.1%
	Entered GED Program*	4	0.2%	3	0.2%	0	0.0%
	Total Noncompleters	15	0.9%	18	1.1%	19	1.1%

*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		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		1385	1463
	Number of Students with Disabilities		248	253
	Number of All Students		1633	1716
	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	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	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
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	0	0%	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%	5	80%
Science	1	#	5	40%	2	#
Reading	0	0%	0	0%	4	#
Writing	0	0%	0	0%	4	#
Global Studies	1	#	2	#	2	#
U.S. Hist & Gov't	3	#	0	0%	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	90%	2	#	38	92%
Science	8	50%	10	80%	7	57%
Reading	21	90%	15	100%	28	79%
Writing	23	87%	11	91%	31	74%
Global Studies	7	0%	20	85%	23	52%
U.S. Hist & Gov't	16	62%	4	#	11	64%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	384	387	443	71	60	82
Number Scoring 55–100	364	373	425	55	46	68
Number Scoring 65–100	331	362	407	37	40	56
Number Scoring 85–100	92	223	228	3	6	13
Percentage of Tested Scoring 55–100	95%	96%	96%	77%	77%	83%
Percentage of Tested Scoring 65–100	86%	94%	92%	52%	67%	68%
Percentage of Tested Scoring 85–100	24%	58%	51%	4%	10%	16%
Mathematics A						
Number Tested	0	506	494	0	87	71
Number Scoring 55–100	0	458	463	0	69	53
Number Scoring 65–100	0	413	432	0	57	39
Number Scoring 85–100	0	141	209	0	9	3
Percentage of Tested Scoring 55–100	0%	91%	94%	0%	79%	75%
Percentage of Tested Scoring 65–100	0%	82%	87%	0%	66%	55%
Percentage of Tested Scoring 85–100	0%	28%	42%	0%	10%	4%
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	390	443	435	48	71	73
Number Scoring 55–100	384	433	421	43	63	62
Number Scoring 65–100	370	404	408	36	52	54
Number Scoring 85–100	224	201	256	11	17	16
Percentage of Tested Scoring 55–100	98%	98%	97%	90%	89%	85%
Percentage of Tested Scoring 65–100	95%	91%	94%	75%	73%	74%
Percentage of Tested Scoring 85–100	57%	45%	59%	23%	24%	22%
U.S. History and Government (first administered June 2001)						
Number Tested	369	372	433	64	55	80
Number Scoring 55–100	351	366	424	53	50	72
Number Scoring 65–100	329	351	422	39	40	70
Number Scoring 85–100	238	231	305	16	7	34
Percentage of Tested Scoring 55–100	95%	98%	98%	83%	91%	90%
Percentage of Tested Scoring 65–100	89%	94%	97%	61%	73%	88%
Percentage of Tested Scoring 85–100	64%	62%	70%	25%	13%	42%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	376	397	460	48	60	58
Number Scoring 55–100	372	396	457	44	59	57
Number Scoring 65–100	364	392	445	37	56	49
Number Scoring 85–100	128	194	212	2	11	9
Percentage of Tested Scoring 55–100	99%	100%	99%	92%	98%	98%
Percentage of Tested Scoring 65–100	97%	99%	97%	77%	93%	84%
Percentage of Tested Scoring 85–100	34%	49%	46%	4%	18%	16%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	299	312	288	44	49	30
Number Scoring 55–100	290	307	276	42	46	25
Number Scoring 65–100	273	299	263	38	44	25
Number Scoring 85–100	114	146	130	15	13	8
Percentage of Tested Scoring 55–100	97%	98%	96%	95%	94%	83%
Percentage of Tested Scoring 65–100	91%	96%	91%	86%	90%	83%
Percentage of Tested Scoring 85–100	38%	47%	45%	34%	27%	27%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		297	340		15	27
Number Scoring 55–100		291	327		13	25
Number Scoring 65–100		243	279		7	20
Number Scoring 85–100		51	81		1	1
Percentage of Tested Scoring 55–100		98%	96%		87%	93%
Percentage of Tested Scoring 65–100		82%	82%		47%	74%
Percentage of Tested Scoring 85–100		17%	24%		7%	4%
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	43	62	58	1	2	1
Number Scoring 55–100	43	61	58	#	#	#
Number Scoring 65–100	43	61	57	#	#	#
Number Scoring 85–100	29	29	44	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	98%	98%	#	#	#
Percentage of Tested Scoring 85–100	67%	47%	76%	#	#	#
Comprehensive Italian						
Number Tested	47	49	39	0	4	0
Number Scoring 55–100	47	49	39	0	#	0
Number Scoring 65–100	47	46	39	0	#	0
Number Scoring 85–100	28	18	28	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	94%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	60%	37%	72%	0%	#	0%
Comprehensive German						
Number Tested	13	12	16	0	0	0
Number Scoring 55–100	13	12	16	0	0	0
Number Scoring 65–100	13	11	16	0	0	0
Number Scoring 85–100	6	7	14	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	46%	58%	88%	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	166	177	207	5	6	8
Number Scoring 55–100	166	175	207	5	6	8
Number Scoring 65–100	165	175	206	5	6	8
Number Scoring 85–100	119	139	148	2	3	4
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 85–100	72%	79%	71%	40%	50%	50%
Comprehensive Latin						
Number Tested	0	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	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	496	16	4	58	7	2
Number Scoring 55–100	438	9	#	36	4	#
Number Scoring 65–100	407	7	#	29	3	#
Number Scoring 85–100	223	1	#	6	0	#
Percentage of Tested Scoring 55–100	88%	56%	#	62%	57%	#
Percentage of Tested Scoring 65–100	82%	44%	#	50%	43%	#
Percentage of Tested Scoring 85–100	45%	6%	#	10%	0%	#
Sequential Mathematics, Course III						
Number Tested	318	387	370	16	19	26
Number Scoring 55–100	290	366	304	13	19	18
Number Scoring 65–100	270	350	282	11	16	18
Number Scoring 85–100	154	191	126	5	5	4
Percentage of Tested Scoring 55–100	91%	95%	82%	81%	100%	69%
Percentage of Tested Scoring 65–100	85%	90%	76%	69%	84%	69%
Percentage of Tested Scoring 85–100	48%	49%	34%	31%	26%	15%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	29	100%	0	0%	10	100%
Students with Disabilities	26	96%	0	0%	8	100%

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

(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	312	312	312	61	61	61	373	373	373
Number Scoring 55–64	1	3	0	6	7	5	7	10	5
Number Scoring 65–84	101	80	126	33	36	40	134	116	166
Number Scoring 85–100	206	225	184	13	9	8	219	234	192
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)