

# New York State School Report Card Comprehensive Information Report

BEDS Code: 41-15-04-02-0001  
 Name: New York Mills Junior-Senior High School  
 Principal: Gary M. Hadfield

Grade Range : 7-12

## 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	54	50	40
Eighth	35	49	49
Ninth	67	30	53
Tenth	44	61	27
Eleventh	51	40	54
Twelfth	41	45	38
Ungraded Secondary	0	0	0
Total K-12 Enrollment	292	275	261

## 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	0	0.0%	0	0.0%	1	0.4%
Black (Not Hispanic)	3	1.0%	1	0.4%	3	1.1%
Hispanic	1	0.3%	1	0.4%	2	0.8%
White (Not Hispanic)	288	98.6%	273	99.3%	255	97.7%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	24	24
Mathematics Grade 8	15	21	18
Science Grade 8	8	24	17
Social Studies Grade 8	18	25	17
English Grade 10	13	19	15
Mathematics Grade 10	0	18	9
Science Grade 10	15	20	14
Social Studies Grade 10	14	13	14

(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
50	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 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	0	0.0%	2	0.7%	2	0.8%
Eligible for Free Lunch	29	9.9%	30	10.9%	33	12.6%

### 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		94.9%		95.4%		94.6%
Student Suspensions	13	4.6%	16	5.5%	10	3.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	11.6%	10.2%	8.4%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	88%	100%	97%

### Staff Counts

Staff	2003-04
Total Teachers	26
Total Other Professional Staff	3
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	32	21	66%	41	32	78%	31	26	84%
Students with Disabilities	2	1	50%	0	0	0%	4	0	0%
All Students	34	22	65%	41	32	78%	35	26	74%

\*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	17	15	0	0	3	0
Percent	49%	43%	0%	0%	9%	0%

## 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)
4	0	4	8

\*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	0		0		0	0.0%
	Entered GED Program*	0		0		2	1.3%
	Total Noncompleters	0		0		2	1.3%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	2	1.2%
	Total Noncompleters	0	0.0%	0	0.0%	2	1.2%

\*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	80
	Number of Students with Disabilities	0	0	9
	Number of All Students	0	0	89
	Percent of Enrollment	0%	0%	100%
9-12	Number of General-Education Students	158	157	148
	Number of Students with Disabilities	24	19	24
	Number of All Students	182	176	172
	Percent of Enrollment	90%	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	9	89%	10	100%	9	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	23	87%	30	100%	35	89%

## 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	3	#	4	#	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%	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	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	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	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	43	38	47	1	2	4
Number Scoring 55-100	42	36	46	#	#	#
Number Scoring 65-100	37	33	45	#	#	#
Number Scoring 85-100	21	17	22	#	#	#
Percentage of Tested Scoring 55-100	98%	95%	98%	#	#	#
Percentage of Tested Scoring 65-100	86%	87%	96%	#	#	#
Percentage of Tested Scoring 85-100	49%	45%	47%	#	#	#
<b>Mathematics A</b>						
Number Tested	49	87	38	3	7	0
Number Scoring 55-100	39	78	37	#	6	0
Number Scoring 65-100	39	76	36	#	6	0
Number Scoring 85-100	21	35	11	#	1	0
Percentage of Tested Scoring 55-100	80%	90%	97%	#	86%	0%
Percentage of Tested Scoring 65-100	80%	87%	95%	#	86%	0%
Percentage of Tested Scoring 85-100	43%	40%	29%	#	14%	0%
<b>Mathematics B</b>						
Number Tested	0	32	41	0	0	1
Number Scoring 55-100	0	21	31	0	0	#
Number Scoring 65-100	0	19	28	0	0	#
Number Scoring 85-100	0	2	4	0	0	#
Percentage of Tested Scoring 55-100	0%	66%	76%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	59%	68%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	6%	10%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	39	68	30	2	6	2
Number Scoring 55-100	37	67	29	#	6	#
Number Scoring 65-100	29	66	29	#	6	#
Number Scoring 85-100	11	26	14	#	0	#
Percentage of Tested Scoring 55-100	95%	99%	97%	#	100%	#
Percentage of Tested Scoring 65-100	74%	97%	97%	#	100%	#
Percentage of Tested Scoring 85-100	28%	38%	47%	#	0%	#
<b>U.S. History and Government</b>						
Number Tested	43	38	48	2	3	5
Number Scoring 55-100	42	37	47	#	#	5
Number Scoring 65-100	37	32	45	#	#	4
Number Scoring 85-100	16	18	29	#	#	1
Percentage of Tested Scoring 55-100	98%	97%	98%	#	#	100%
Percentage of Tested Scoring 65-100	86%	84%	94%	#	#	80%
Percentage of Tested Scoring 85-100	37%	47%	60%	#	#	20%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	33	62	29	0	5	2
Number Scoring 55-100	33	62	29	0	5	#
Number Scoring 65-100	33	58	29	0	4	#
Number Scoring 85-100	12	17	14	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	100%	#
Percentage of Tested Scoring 65-100	100%	94%	100%	0%	80%	#
Percentage of Tested Scoring 85-100	36%	27%	48%	0%	0%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	65	26	44	7	5	1
Number Scoring 55-100	65	26	44	7	5	#
Number Scoring 65-100	65	26	44	7	5	#
Number Scoring 85-100	45	23	20	0	4	#
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	100%	100%	#
Percentage of Tested Scoring 85-100	69%	88%	45%	0%	80%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	24	29	34	0	0	0
Number Scoring 55-100	20	27	34	0	0	0
Number Scoring 65-100	12	13	26	0	0	0
Number Scoring 85-100	0	2	8	0	0	0
Percentage of Tested Scoring 55-100	83%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	50%	45%	76%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	7%	24%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			17			0
Number Scoring 55-100			16			0
Number Scoring 65-100			14			0
Number Scoring 85-100			4			0
Percentage of Tested Scoring 55-100			94%			0%
Percentage of Tested Scoring 65-100			82%			0%
Percentage of Tested Scoring 85-100			24%			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
<b>Comprehensive French</b>						
Number Tested	12	14	8	0	0	0
Number Scoring 55-100	12	14	8	0	0	0
Number Scoring 65-100	12	14	8	0	0	0
Number Scoring 85-100	3	8	5	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	25%	57%	62%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	21	32	11	0	1	0
Number Scoring 55-100	21	32	11	0	#	0
Number Scoring 65-100	21	32	11	0	#	0
Number Scoring 85-100	18	23	11	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	86%	72%	100%	0%	#	0%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	29	8	0	0	0	0
Number Scoring 55-100	20	3	0	0	0	0
Number Scoring 65-100	19	2	0	0	0	0
Number Scoring 85-100	6	0	0	0	0	0
Percentage of Tested Scoring 55-100	69%	38%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	66%	25%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	21%	0%	0%	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	18	100%	8	100%	0	0%
Students with Disabilities	3	#	1	#	0	0%

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
<b>Nov 2003</b>	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
<b>June 2004</b>	General-Education Students	46	0%	22%	70%	9%
	Students with Disabilities	5	20%	80%	0%	0%
	All Students	51	2%	27%	63%	8%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	30	30	30	6	6	6	36	36	36
Number Scoring 55–64	0	1	0	1	2	1	1	3	1
Number Scoring 65–84	15	11	9	1	1	2	16	12	11
Number Scoring 85–100	15	18	21	0	0	0	15	18	21
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			2			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)