

New York State School Report Card Comprehensive Information Report

BEDS Code: 07-09-01-06-0007

Grade Range : 9-12

Name: Horseheads Senior High School

Principal: John Wood

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	411	405	431
Tenth	375	378	366
Eleventh	354	354	351
Twelfth	332	304	367
Ungraded Secondary	0	0	15
Total K-12 Enrollment	1472	1441	1530

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	36	2.4%	37	2.6%	34	2.2%
Black (Not Hispanic)	15	1.0%	15	1.0%	23	1.5%
Hispanic	11	0.7%	10	0.7%	7	0.5%
White (Not Hispanic)	1410	95.8%	1379	95.7%	1466	95.8%

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	0
Social Studies Grade 8	0	0	0
English Grade 10	19	24	20
Mathematics Grade 10	21	26	25
Science Grade 10	23	22	23
Social Studies Grade 10	20	26	25

(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
49	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 lower 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	76	5.2%	67	4.7%	86	5.6%

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		95.6%		95.8%		95.7%
Student Suspensions	102	6.7%	109	7.4%	114	7.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.1%	3.8%	2.3%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	96%	96%	94%

Staff Counts

Staff	2002–2003
Total Teachers	109
Total Other Professional Staff	33
Total Paraprofessionals	NA
Teaching Out of Certification*	7
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	281	184	65%	301	215	71%	26	10	38%
Students with Disabilities	23	0	0%	19	4	21%	2	0	0%
All Students	304	184	61%	320	219	68%	28	10	36%

*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	2	10	2	5	9	0
Percent	7%	36%	7%	18%	32%	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)
2	0	0	2

*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			25		17	
	Entered GED Program*			0		11	
	Total Noncompleters			25		28	
Students with Disabilities	Dropped Out			8		7	
	Entered GED Program*			0		1	
	Total Noncompleters			8		8	
All Students	Dropped Out	55	3.7%	33	2.3%	24	1.6%
	Entered GED Program*	0	0.0%	0	0.0%	12	0.8%
	Total Noncompleters	55	3.7%	33	2.3%	36	2.4%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

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	5	80%	10	100%	18	94%
Science	15	73%	8	100%	13	77%
Reading	0	0%	3	#	5	100%
Writing	2	#	3	#	7	86%
Global Studies	11	82%	1	#	16	38%
U.S. Hist & Gov't	16	69%	4	#	8	62%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	24	83%	57	68%	27	93%
Science	12	58%	15	87%	33	70%
Reading	0	0%	19	95%	15	93%
Writing	20	40%	21	67%	17	94%
Global Studies	12	50%	4	#	28	43%
U.S. Hist & Gov't	24	46%	13	23%	13	77%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	361	391	369	29	33	30
Number Scoring 55–100	322	365	328	14	20	12
Number Scoring 65–100	283	332	291	8	10	5
Number Scoring 85–100	86	145	130	0	1	0
Percentage of Tested Scoring 55–100	89%	93%	89%	48%	61%	40%
Percentage of Tested Scoring 65–100	78%	85%	79%	28%	30%	17%
Percentage of Tested Scoring 85–100	24%	37%	35%	0%	3%	0%
Mathematics A						
Number Tested	106	376	420	30	11	26
Number Scoring 55–100	21	302	350	1	4	12
Number Scoring 65–100	7	236	299	1	2	9
Number Scoring 85–100	0	98	98	0	1	0
Percentage of Tested Scoring 55–100	20%	80%	83%	3%	36%	46%
Percentage of Tested Scoring 65–100	7%	63%	71%	3%	18%	35%
Percentage of Tested Scoring 85–100	0%	26%	23%	0%	9%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	195	0	0	0
Number Scoring 55–100	0	0	157	0	0	0
Number Scoring 65–100	0	0	128	0	0	0
Number Scoring 85–100	0	0	25	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	81%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	66%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	13%	0%	0%	0%
Global History and Geography						
Number Tested	383	453	439	30	42	34
Number Scoring 55–100	360	410	375	23	29	18
Number Scoring 65–100	338	349	333	16	15	12
Number Scoring 85–100	149	119	121	2	0	1
Percentage of Tested Scoring 55–100	94%	91%	85%	77%	69%	53%
Percentage of Tested Scoring 65–100	88%	77%	76%	53%	36%	35%
Percentage of Tested Scoring 85–100	39%	26%	28%	7%	0%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	237	389	370	12	36	26
Number Scoring 55–100	200	368	343	6	29	18
Number Scoring 65–100	174	342	318	5	19	13
Number Scoring 85–100	93	137	145	1	0	2
Percentage of Tested Scoring 55–100	84%	95%	93%	50%	81%	69%
Percentage of Tested Scoring 65–100	73%	88%	86%	42%	53%	50%
Percentage of Tested Scoring 85–100	39%	35%	39%	8%	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	178	338	334	5	9	15
Number Scoring 55–100	158	337	317	4	9	14
Number Scoring 65–100	157	333	309	4	8	14
Number Scoring 85–100	40	110	129	0	0	1
Percentage of Tested Scoring 55–100	89%	100%	95%	80%	100%	93%
Percentage of Tested Scoring 65–100	88%	99%	93%	80%	89%	93%
Percentage of Tested Scoring 85–100	22%	33%	39%	0%	0%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	270	439	465	11	43	44
Number Scoring 55–100	210	397	396	8	36	13
Number Scoring 65–100	179	333	341	5	21	9
Number Scoring 85–100	62	129	145	0	0	1
Percentage of Tested Scoring 55–100	78%	90%	85%	73%	84%	30%
Percentage of Tested Scoring 65–100	66%	76%	73%	45%	49%	20%
Percentage of Tested Scoring 85–100	23%	29%	31%	0%	0%	2%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		124	224		1	1
Number Scoring 55–100		119	209		#	#
Number Scoring 65–100		94	179		#	#
Number Scoring 85–100		23	50		#	#
Percentage of Tested Scoring 55–100		96%	93%		#	#
Percentage of Tested Scoring 65–100		76%	80%		#	#
Percentage of Tested Scoring 85–100		19%	22%		#	#
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	95	72	74	1	1	0
Number Scoring 55–100	86	68	68	#	#	0
Number Scoring 65–100	78	53	61	#	#	0
Number Scoring 85–100	12	7	18	#	#	0
Percentage of Tested Scoring 55–100	91%	94%	92%	#	#	0%
Percentage of Tested Scoring 65–100	82%	74%	82%	#	#	0%
Percentage of Tested Scoring 85–100	13%	10%	24%	#	#	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	24	19	19	0	0	0
Number Scoring 55–100	21	19	19	0	0	0
Number Scoring 65–100	21	14	19	0	0	0
Number Scoring 85–100	8	4	7	0	0	0
Percentage of Tested Scoring 55–100	88%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	74%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	21%	37%	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	155	165	161	1	1	2
Number Scoring 55–100	151	163	160	#	#	#
Number Scoring 65–100	146	161	149	#	#	#
Number Scoring 85–100	79	108	72	#	#	#
Percentage of Tested Scoring 55–100	97%	99%	99%	#	#	#
Percentage of Tested Scoring 65–100	94%	98%	93%	#	#	#
Percentage of Tested Scoring 85–100	51%	65%	45%	#	#	#
Comprehensive Latin						
Number Tested	17	25	12	0	0	0
Number Scoring 55–100	17	25	12	0	0	0
Number Scoring 65–100	17	25	12	0	0	0
Number Scoring 85–100	8	19	10	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	47%	76%	83%	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	370	64	1	8	5	0
Number Scoring 55–100	307	44	#	7	2	0
Number Scoring 65–100	269	33	#	5	1	0
Number Scoring 85–100	129	9	#	1	0	0
Percentage of Tested Scoring 55–100	83%	69%	#	88%	40%	0%
Percentage of Tested Scoring 65–100	73%	52%	#	62%	20%	0%
Percentage of Tested Scoring 85–100	35%	14%	#	12%	0%	0%
Sequential Mathematics, Course III						
Number Tested	255	279	31	3	4	0
Number Scoring 55–100	210	259	26	#	#	0
Number Scoring 65–100	180	235	20	#	#	0
Number Scoring 85–100	78	128	4	#	#	0
Percentage of Tested Scoring 55–100	82%	93%	84%	#	#	0%
Percentage of Tested Scoring 65–100	71%	84%	65%	#	#	0%
Percentage of Tested Scoring 85–100	31%	46%	13%	#	#	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	55	96%	35	86%	110	93%
Students with Disabilities	17	88%	5	60%	32	63%

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	317	317	317	33	33	33	350	350	350
Number Scoring 55–64	9	8	16	6	6	5	15	14	21
Number Scoring 65–84	175	164	161	21	20	18	196	184	179
Number Scoring 85–100	121	132	130	1	0	2	122	132	132
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)