

# New York State School Report Card Comprehensive Information Report

BEDS Code: 26-05-01-06-0008  
 Name: Olympia Senior High School  
 Principal: Christina Steinberg

Grade Range : 9-12

## 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	0	0	0
Eighth	0	0	0
Ninth	332	314	337
Tenth	346	360	309
Eleventh	308	331	338
Twelfth	280	331	320
Ungraded Secondary	8	6	1
Total K-12 Enrollment	1274	1342	1305

## 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	35	2.7%	40	3.0%	36	2.8%
Black (Not Hispanic)	53	4.2%	71	5.3%	70	5.4%
Hispanic	45	3.5%	57	4.2%	58	4.4%
White (Not Hispanic)	1141	89.6%	1174	87.5%	1141	87.4%

## 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	25	24	21
Mathematics Grade 10	25	25	18
Science Grade 10	22	25	24
Social Studies Grade 10	24	24	21

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	16	1.3%	19	1.4%	20	1.5%
<b>Eligible for Free Lunch</b>	135	10.6%	144	10.7%	182	14.0%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		93.2%		92.2%		91.0%
<b>Student Suspensions</b>	93	7.8%	106	8.3%	192	14.3%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	5.7%	6.4%	6.8%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	93%	94%	94%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	98
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	12
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	183	120	66%	224	167	75%	221	164	74%
Students with Disabilities	37	3	8%	23	6	26%	33	6	18%
All Students	220	123	56%	247	173	70%	254	170	67%

\*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	80	100	13	9	8	44
Percent	31%	39%	5%	4%	3%	17%

## 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)
33	6	5	38

\*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			1		21	
	Entered GED Program*			39		23	
	Total Noncompleters			40		44	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			20		4	
	Total Noncompleters			20		7	
All Students	Dropped Out	9	0.7%	1	0.1%	24	1.8%
	Entered GED Program*	30	2.4%	59	4.4%	27	2.1%
	Total Noncompleters	39	3.1%	60	4.5%	51	3.9%

\*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		1106	1106
	Number of Students with Disabilities		236	198
	Number of All Students		1342	1304
	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	15	93%	14	100%	0	0%
German	19	89%	16	94%	0	0%
Italian	52	71%	48	98%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	108	80%	141	72%	0	0%

### Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	0	0%
German	2	#	2	#	0	0%
Italian	1	#	3	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	11	64%	19	58%	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%	3	#
Science	3	#	0	0%	4	#
Reading	6	83%	0	0%	1	#
Writing	10	100%	0	0%	1	#
Global Studies	0	0%	1	#	3	#
U.S. Hist & Gov't	3	#	0	0%	4	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	88%	1	#	20	80%
Science	29	21%	3	#	19	42%
Reading	3	#	4	#	17	59%
Writing	2	#	4	#	15	93%
Global Studies	48	52%	0	0%	29	34%
U.S. Hist & Gov't	26	62%	2	#	23	70%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	334	268	325	39	44	56
Number Scoring 55–100	314	251	294	30	29	37
Number Scoring 65–100	283	228	266	19	17	30
Number Scoring 85–100	60	86	87	0	0	0
Percentage of Tested Scoring 55–100	94%	94%	90%	77%	66%	66%
Percentage of Tested Scoring 65–100	85%	85%	82%	49%	39%	54%
Percentage of Tested Scoring 85–100	18%	32%	27%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	48	356	0	8	57
Number Scoring 55–100	0	34	276	0	5	34
Number Scoring 65–100	0	18	224	0	3	32
Number Scoring 85–100	0	0	30	0	0	5
Percentage of Tested Scoring 55–100	0%	71%	78%	0%	62%	60%
Percentage of Tested Scoring 65–100	0%	38%	63%	0%	38%	56%
Percentage of Tested Scoring 85–100	0%	0%	8%	0%	0%	9%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	313	327	310	48	54	56
Number Scoring 55–100	292	300	260	36	39	30
Number Scoring 65–100	269	262	230	23	30	24
Number Scoring 85–100	73	68	64	0	2	0
Percentage of Tested Scoring 55–100	93%	92%	84%	75%	72%	54%
Percentage of Tested Scoring 65–100	86%	80%	74%	48%	56%	43%
Percentage of Tested Scoring 85–100	23%	21%	21%	0%	4%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	280	300	347	33	41	57
Number Scoring 55–100	254	275	324	20	28	41
Number Scoring 65–100	226	231	292	11	18	33
Number Scoring 85–100	93	59	113	1	1	2
Percentage of Tested Scoring 55–100	91%	92%	93%	61%	68%	72%
Percentage of Tested Scoring 65–100	81%	77%	84%	33%	44%	58%
Percentage of Tested Scoring 85–100	33%	20%	33%	3%	2%	4%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	264	461	226	28	57	47
Number Scoring 55–100	264	453	205	28	53	37
Number Scoring 65–100	258	429	161	25	44	22
Number Scoring 85–100	51	84	19	0	2	1
Percentage of Tested Scoring 55–100	100%	98%	91%	100%	93%	79%
Percentage of Tested Scoring 65–100	98%	93%	71%	89%	77%	47%
Percentage of Tested Scoring 85–100	19%	18%	8%	0%	4%	2%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	294	116	367	57	37	40
Number Scoring 55–100	266	101	337	38	31	31
Number Scoring 65–100	240	82	294	32	18	23
Number Scoring 85–100	63	24	73	5	0	1
Percentage of Tested Scoring 55–100	90%	87%	92%	67%	84%	78%
Percentage of Tested Scoring 65–100	82%	71%	80%	56%	49%	57%
Percentage of Tested Scoring 85–100	21%	21%	20%	9%	0%	3%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		107	131		3	6
Number Scoring 55–100		106	128		#	6
Number Scoring 65–100		95	113		#	5
Number Scoring 85–100		20	28		#	0
Percentage of Tested Scoring 55–100		99%	98%		#	100%
Percentage of Tested Scoring 65–100		89%	86%		#	83%
Percentage of Tested Scoring 85–100		19%	21%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	12	29	14	0	0	0
Number Scoring 55–100	12	29	14	0	0	0
Number Scoring 65–100	12	28	14	0	0	0
Number Scoring 85–100	6	9	7	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	31%	50%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	45	14	39	0	0	0
Number Scoring 55–100	45	14	39	0	0	0
Number Scoring 65–100	45	14	39	0	0	0
Number Scoring 85–100	25	8	17	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	56%	57%	44%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	18	10	14	0	0	0
Number Scoring 55–100	18	10	14	0	0	0
Number Scoring 65–100	18	10	14	0	0	0
Number Scoring 85–100	10	5	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	56%	50%	64%	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	117	116	89	0	0	3
Number Scoring 55–100	114	111	87	0	0	#
Number Scoring 65–100	110	109	85	0	0	#
Number Scoring 85–100	48	52	43	0	0	#
Percentage of Tested Scoring 55–100	97%	96%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	94%	94%	96%	0%	0%	#
Percentage of Tested Scoring 85–100	41%	45%	48%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	238	261	13	12	19	2
Number Scoring 55–100	203	233	9	11	13	#
Number Scoring 65–100	174	209	9	6	11	#
Number Scoring 85–100	68	90	2	2	2	#
Percentage of Tested Scoring 55–100	85%	89%	69%	92%	68%	#
Percentage of Tested Scoring 65–100	73%	80%	69%	50%	58%	#
Percentage of Tested Scoring 85–100	29%	34%	15%	17%	11%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	131	125	148	0	4	8
Number Scoring 55–100	124	119	113	0	#	4
Number Scoring 65–100	112	109	101	0	#	4
Number Scoring 85–100	52	52	30	0	#	0
Percentage of Tested Scoring 55–100	95%	95%	76%	0%	#	50%
Percentage of Tested Scoring 65–100	85%	87%	68%	0%	#	50%
Percentage of Tested Scoring 85–100	40%	42%	20%	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	168	99%	113	94%	0	0%
Students with Disabilities	14	100%	34	85%	0	0%

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
<b>Nov 2002</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 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%

(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
<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

## 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	233	233	233	39	39	39	272	272	272
Number Scoring 55–64	3	16	2	11	9	6	14	25	8
Number Scoring 65–84	152	148	153	22	15	26	174	163	179
Number Scoring 85–100	71	57	74	0	0	1	71	57	75
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)