

# New York State School Report Card Comprehensive Information Report

BEDS Code: 59-15-02-04-0002  
 Name: Sullivan West Junior High School  
 Principal: Rod Mc Laughlin

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	37	45	42
Eighth	53	32	45
Ninth	50	56	29
Tenth	42	47	53
Eleventh	36	35	40
Twelfth	37	37	33
Ungraded Secondary	0	2	0
Total K-12 Enrollment	255	254	242

## 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	4	1.6%	3	1.2%	2	0.8%
Black (Not Hispanic)	7	2.7%	9	3.5%	9	3.7%
Hispanic	3	1.2%	5	2.0%	3	1.2%
White (Not Hispanic)	241	94.5%	237	93.3%	228	94.2%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	27	0
Mathematics Grade 8	16	14	14
Science Grade 8	0	28	0
Social Studies Grade 8	16	15	14
English Grade 10	33	0	0
Mathematics Grade 10	15	19	13
Science Grade 10	18	19	17
Social Studies Grade 10	0	0	0

(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
51	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 higher 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	37	14.5%	40	15.8%	44	18.2%

### 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		93.7%		94.2%		93.3%
Student Suspensions	31	10.9%	32	12.6%	15	5.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.5%	10.6%	6.2%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	97%	97%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	22
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	1

\*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	32	20	62%	39	29	74%	31	19	61%
Students with Disabilities	1	0	0%	0	0	0%	0	0	0%
All Students	33	20	61%	39	29	74%	31	19	61%

\*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	14	12	0	3	1	1
Percent	45%	39%	0%	10%	3%	3%

## 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)
0	0	0	0

\*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		2	
	Entered GED Program*			0		0	
	Total Noncompleters			1		2	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	6	3.6%	1	0.6%	2	1.3%
	Entered GED Program*	7	4.2%	0	0.0%	0	0.0%
	Total Noncompleters	13	7.9%	1	0.6%	2	1.3%

\*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%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	46	76%	26	96%	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	3	#	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	2	#	1	#	14	100%
Science	0	0%	6	83%	8	88%
Reading	0	0%	1	#	8	88%
Writing	0	0%	2	#	8	100%
Global Studies	2	#	6	67%	8	100%
U.S. Hist & Gov't	1	#	3	#	7	86%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	0	0%	0	0%
Science	6	50%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	35	34	43	2	0	0
Number Scoring 55–100	35	30	36	#	0	0
Number Scoring 65–100	33	26	32	#	0	0
Number Scoring 85–100	17	9	7	#	0	0
Percentage of Tested Scoring 55–100	100%	88%	84%	#	0%	0%
Percentage of Tested Scoring 65–100	94%	76%	74%	#	0%	0%
Percentage of Tested Scoring 85–100	49%	26%	16%	#	0%	0%
<b>Mathematics A</b>						
Number Tested	0	19	58	0	0	0
Number Scoring 55–100	0	5	54	0	0	0
Number Scoring 65–100	0	1	41	0	0	0
Number Scoring 85–100	0	0	9	0	0	0
Percentage of Tested Scoring 55–100	0%	26%	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	5%	71%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	16%	0%	0%	0%
<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	42	44	56	5	0	0
Number Scoring 55–100	39	41	50	4	0	0
Number Scoring 65–100	36	28	43	4	0	0
Number Scoring 85–100	7	4	10	0	0	0
Percentage of Tested Scoring 55–100	93%	93%	89%	80%	0%	0%
Percentage of Tested Scoring 65–100	86%	64%	77%	80%	0%	0%
Percentage of Tested Scoring 85–100	17%	9%	18%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	32	46	37	0	0	0
Number Scoring 55–100	31	42	32	0	0	0
Number Scoring 65–100	30	36	29	0	0	0
Number Scoring 85–100	19	10	14	0	0	0
Percentage of Tested Scoring 55–100	97%	91%	86%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	78%	78%	0%	0%	0%
Percentage of Tested Scoring 85–100	59%	22%	38%	0%	0%	0%

(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	40	39	33	0	0	0
Number Scoring 55–100	40	39	33	0	0	0
Number Scoring 65–100	39	39	32	0	0	0
Number Scoring 85–100	10	10	11	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	25%	26%	33%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	34	35	37	0	0	0
Number Scoring 55–100	32	33	37	0	0	0
Number Scoring 65–100	29	28	36	0	0	0
Number Scoring 85–100	16	11	22	0	0	0
Percentage of Tested Scoring 55–100	94%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	85%	80%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	47%	31%	59%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		25	20		0	0
Number Scoring 55–100		25	18		0	0
Number Scoring 65–100		23	16		0	0
Number Scoring 85–100		6	2		0	0
Percentage of Tested Scoring 55–100		100%	90%		0%	0%
Percentage of Tested Scoring 65–100		92%	80%		0%	0%
Percentage of Tested Scoring 85–100		24%	10%		0%	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	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 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	30	15	21	0	0	0
Number Scoring 55–100	29	13	21	0	0	0
Number Scoring 65–100	24	12	17	0	0	0
Number Scoring 85–100	6	6	7	0	0	0
Percentage of Tested Scoring 55–100	97%	87%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	80%	80%	81%	0%	0%	0%
Percentage of Tested Scoring 85–100	20%	40%	33%	0%	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	32	37	6	1	0	0
Number Scoring 55–100	25	23	3	#	0	0
Number Scoring 65–100	20	18	2	#	0	0
Number Scoring 85–100	7	4	0	#	0	0
Percentage of Tested Scoring 55–100	78%	62%	50%	#	0%	0%
Percentage of Tested Scoring 65–100	62%	49%	33%	#	0%	0%
Percentage of Tested Scoring 85–100	22%	11%	0%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	16	20	15	0	0	0
Number Scoring 55–100	16	20	14	0	0	0
Number Scoring 65–100	16	20	14	0	0	0
Number Scoring 85–100	7	9	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	44%	45%	53%	0%	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	17	94%	19	89%	20	60%
Students with Disabilities	0	0%	0	0%	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	41	7%	32%	59%	2%
	Students with Disabilities	6	33%	50%	17%	0%
	All Students	47	11%	34%	53%	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
<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	33	33	33	0	0	0	33	33	33
Number Scoring 55–64	0	5	3	0	0	0	0	5	3
Number Scoring 65–84	25	18	14	0	0	0	25	18	14
Number Scoring 85–100	7	8	14	0	0	0	7	8	14
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)