

# New York State School Report Card Comprehensive Information Report

BEDS Code: 66-04-01-03-0003

Grade Range : 7-12

Name: Sleepy Hollow Middle School High School

Principal: Carol Conklin

## 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	157	165	159
Eighth	160	170	171
Ninth	185	202	215
Tenth	160	179	172
Eleventh	130	144	160
Twelfth	125	143	134
Ungraded Secondary	54	0	0
Total K-12 Enrollment	971	1003	1011

## 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	21	2.2%	24	2.4%	28	2.8%
Black (Not Hispanic)	90	9.3%	84	8.4%	93	9.2%
Hispanic	522	53.8%	531	52.9%	517	51.1%
White (Not Hispanic)	338	34.8%	364	36.3%	373	36.9%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	22	18
Mathematics Grade 8	22	18	21
Science Grade 8	22	23	23
Social Studies Grade 8	21	24	23
English Grade 10	24	20	22
Mathematics Grade 10	14	17	18
Science Grade 10	21	21	0
Social Studies Grade 10	18	21	21

(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	103	10.6%	142	14.2%	141	14.0%
Eligible for Free Lunch	192	19.8%	256	25.5%	279	27.6%

### 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		93.2%		94.2%		94.5%
Student Suspensions	43	4.8%	156	16.1%	37	3.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.3%	4.8%	6.5%
Public Assistance	21-30%	21-30%	11-20%
Student Stability	99%	86%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	94
Total Other Professional Staff	13
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	94	55	59%	95	54	57%	99	56	57%
Students with Disabilities	15	1	7%	9	3	33%	16	3	19%
All Students	109	56	51%	104	57	55%	115	59	51%

\*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	66	12	1	1	0	35
Percent	57%	10%	1%	1%	0%	30%

## 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)
16	3	5	21

\*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			16		9	
	Entered GED Program*			2		19	
	Total Noncompleters			18		28	
Students with Disabilities	Dropped Out			4		4	
	Entered GED Program*			0		0	
	Total Noncompleters			4		4	
All Students	Dropped Out	20	3.1%	20	3.0%	13	1.9%
	Entered GED Program*	7	1.1%	2	0.3%	19	2.8%
	Total Noncompleters	27	4.3%	22	3.3%	32	4.7%

\*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		319	0
	Number of Students with Disabilities		16	0
	Number of All Students		335	0
	Percent of Enrollment		100%	0%
9-12	Number of General-Education Students		32	0
	Number of Students with Disabilities		0	0
	Number of All Students		32	0
	Percent of Enrollment		5%	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	18	89%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	33	100%	0	0%	5	100%
Latin	0	0%	0	0%	0	0%
Spanish	64	97%	8	100%	20	85%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	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	3	#	3	#	0	0%
Science	8	38%	8	62%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	3	#	0	0%	1	#
U.S. Hist & Gov't	14	93%	1	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	24	92%	16	56%	16	62%
Science	35	46%	31	39%	25	64%
Reading	0	0%	5	80%	9	78%
Writing	0	0%	6	100%	6	100%
Global Studies	1	#	3	#	18	67%
U.S. Hist & Gov't	3	#	3	#	5	80%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	80	120	158	14	15	19
Number Scoring 55–100	57	103	144	9	8	16
Number Scoring 65–100	47	87	124	6	6	11
Number Scoring 85–100	0	38	48	0	1	1
Percentage of Tested Scoring 55–100	71%	86%	91%	64%	53%	84%
Percentage of Tested Scoring 65–100	59%	72%	78%	43%	40%	58%
Percentage of Tested Scoring 85–100	0%	32%	30%	0%	7%	5%
<b>Mathematics A</b>						
Number Tested	75	43	197	2	5	23
Number Scoring 55–100	70	28	178	#	4	20
Number Scoring 65–100	68	15	152	#	0	13
Number Scoring 85–100	33	6	53	#	0	3
Percentage of Tested Scoring 55–100	93%	65%	90%	#	80%	87%
Percentage of Tested Scoring 65–100	91%	35%	77%	#	0%	57%
Percentage of Tested Scoring 85–100	44%	14%	27%	#	0%	13%
<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	117	144	162	16	12	22
Number Scoring 55–100	116	140	153	16	12	17
Number Scoring 65–100	107	129	141	14	11	11
Number Scoring 85–100	50	40	86	1	3	4
Percentage of Tested Scoring 55–100	99%	97%	94%	100%	100%	77%
Percentage of Tested Scoring 65–100	91%	90%	87%	88%	92%	50%
Percentage of Tested Scoring 85–100	43%	28%	53%	6%	25%	18%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	100	115	150	10	15	17
Number Scoring 55–100	89	106	144	6	14	15
Number Scoring 65–100	82	86	132	5	7	12
Number Scoring 85–100	29	33	63	0	1	5
Percentage of Tested Scoring 55–100	89%	92%	96%	60%	93%	88%
Percentage of Tested Scoring 65–100	82%	75%	88%	50%	47%	71%
Percentage of Tested Scoring 85–100	29%	29%	42%	0%	7%	29%

(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	173	153	80	11	11	6
Number Scoring 55–100	166	153	79	11	11	6
Number Scoring 65–100	157	150	73	11	10	4
Number Scoring 85–100	48	39	31	2	1	0
Percentage of Tested Scoring 55–100	96%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	91%	98%	91%	100%	91%	67%
Percentage of Tested Scoring 85–100	28%	25%	39%	18%	9%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	72	69	103	14	13	8
Number Scoring 55–100	58	52	83	8	8	3
Number Scoring 65–100	42	44	67	4	6	2
Number Scoring 85–100	3	9	10	1	0	0
Percentage of Tested Scoring 55–100	81%	75%	81%	57%	62%	38%
Percentage of Tested Scoring 65–100	58%	64%	65%	29%	46%	25%
Percentage of Tested Scoring 85–100	4%	13%	10%	7%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		97	128		5	5
Number Scoring 55–100		85	113		4	4
Number Scoring 65–100		72	96		3	4
Number Scoring 85–100		18	32		0	2
Percentage of Tested Scoring 55–100		88%	88%		80%	80%
Percentage of Tested Scoring 65–100		74%	75%		60%	80%
Percentage of Tested Scoring 85–100		19%	25%		0%	40%
<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	7	19	17	0	0	2
Number Scoring 55–100	7	18	17	0	0	#
Number Scoring 65–100	7	17	17	0	0	#
Number Scoring 85–100	4	6	14	0	0	#
Percentage of Tested Scoring 55–100	100%	95%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	89%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	57%	32%	82%	0%	0%	#
<b>Comprehensive Italian</b>						
Number Tested	12	23	23	1	0	1
Number Scoring 55–100	12	23	23	#	0	#
Number Scoring 65–100	12	23	23	#	0	#
Number Scoring 85–100	10	16	15	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	83%	70%	65%	#	0%	#
<b>Comprehensive German</b>						
Number Tested	1	2	0	0	0	0
Number Scoring 55–100	#	#	0	0	0	0
Number Scoring 65–100	#	#	0	0	0	0
Number Scoring 85–100	#	#	0	0	0	0
Percentage of Tested Scoring 55–100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	#	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	97	89	103	1	6	1
Number Scoring 55–100	97	88	103	#	6	#
Number Scoring 65–100	97	88	103	#	6	#
Number Scoring 85–100	82	74	95	#	5	#
Percentage of Tested Scoring 55–100	100%	99%	100%	#	100%	#
Percentage of Tested Scoring 65–100	100%	99%	100%	#	100%	#
Percentage of Tested Scoring 85–100	85%	83%	92%	#	83%	#
<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	31	113	0	8	6	0
Number Scoring 55–100	21	97	0	5	3	0
Number Scoring 65–100	12	83	0	2	3	0
Number Scoring 85–100	5	29	0	1	1	0
Percentage of Tested Scoring 55–100	68%	86%	0%	62%	50%	0%
Percentage of Tested Scoring 65–100	39%	73%	0%	25%	50%	0%
Percentage of Tested Scoring 85–100	16%	26%	0%	12%	17%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	76	75	98	1	3	3
Number Scoring 55–100	71	72	87	#	#	#
Number Scoring 65–100	58	69	83	#	#	#
Number Scoring 85–100	34	43	51	#	#	#
Percentage of Tested Scoring 55–100	93%	96%	89%	#	#	#
Percentage of Tested Scoring 65–100	76%	92%	85%	#	#	#
Percentage of Tested Scoring 85–100	45%	57%	52%	#	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	4	#	0	0%	4	#
Students with Disabilities	6	67%	0	0%	3	#

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	111	1%	40%	40%	20%
	Students with Disabilities	20	0%	80%	15%	5%
	All Students	131	1%	46%	36%	18%

(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	2	1	#	#	#	#
Social Studies	2	1	#	#	#	#
Mathematics	2	1	#	#	#	#
Science	1	2	#	#	#	#

## 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	99	99	99	24	24	24	123	123	123
Number Scoring 55–64	5	13	4	1	7	1	6	20	5
Number Scoring 65–84	38	43	60	12	6	11	50	49	71
Number Scoring 85–100	47	31	27	2	1	0	49	32	27
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – K)