

New York State School Report Card

Comprehensive Information Report

BEDS Code: 13-16-02-02-0005
 Name: Spackenkill High School
 Principal: Susanne Smith

Grade Range : 9-12

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	0	0	0
Eighth	0	0	0
Ninth	154	153	169
Tenth	135	153	150
Eleventh	113	134	133
Twelfth	118	114	137
Ungraded Secondary	0	0	0
Total K-12 Enrollment	520	554	589

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	45	8.7%	41	7.4%	37	6.3%
Black (Not Hispanic)	58	11.2%	61	11.0%	63	10.7%
Hispanic	22	4.2%	22	4.0%	28	4.8%
White (Not Hispanic)	395	76.0%	430	77.6%	461	78.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	16	18	25
Mathematics Grade 10	16	13	20
Science Grade 10	21	22	23
Social Studies Grade 10	19	19	22

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	8	1.5%	7	1.3%	7	1.2%
Eligible for Free Lunch	13	2.5%	25	4.5%	20	3.4%

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		93.0%		94.5%		95.0%
Student Suspensions	29	5.4%	29	5.6%	15	2.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	4.8%	5.1%	2.4%
Public Assistance	41-50%	11-20%	11-20%
Student Stability	98%	97%	99%

Staff Counts

Staff	2003-04
Total Teachers	46
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*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	94	71	76%	91	72	79%	113	99	88%
Students with Disabilities	17	1	6%	16	2	12%	12	0	0%
All Students	111	72	65%	107	74	69%	125	99	79%

*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	73	37	2	4	1	8
Percent	58%	30%	2%	3%	1%	6%

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)
12	0	1	13

*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	15		8		6	1.1%
	Entered GED Program*	8		1		4	0.7%
	Total Noncompleters	23		9		10	1.9%
Students with Disabilities	Dropped Out	3		0		5	6.9%
	Entered GED Program*	1		1		3	4.2%
	Total Noncompleters	4		1		8	11.1%
All Students	Dropped Out	18	3.5%	8	1.4%	11	1.8%
	Entered GED Program*	9	1.7%	2	0.4%	7	1.2%
	Total Noncompleters	27	5.2%	10	1.8%	18	3.0%

*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	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	141	173
	Number of Students with Disabilities	0	15	27
	Number of All Students	0	156	200
	Percent of Enrollment	0%	28%	34%

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; completion 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	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%	1	#	0	0%

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	0	0%	0	0%	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	1	#	2	#	0	0%
Science	2	#	2	#	0	0%
Reading	0	0%	3	#	1	#
Writing	1	#	2	#	1	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	1	#	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	10	80%	0	0%
Science	7	86%	4	#	0	0%
Reading	20	90%	16	94%	0	0%
Writing	23	87%	7	71%	0	0%
Global Studies	6	50%	9	78%	0	0%
U.S. Hist & Gov't	5	100%	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	113	127	132	16	10	15
Number Scoring 55–100	107	122	127	12	7	11
Number Scoring 65–100	105	118	123	11	6	9
Number Scoring 85–100	63	58	65	1	0	1
Percentage of Tested Scoring 55–100	95%	96%	96%	75%	70%	73%
Percentage of Tested Scoring 65–100	93%	93%	93%	69%	60%	60%
Percentage of Tested Scoring 85–100	56%	46%	49%	6%	0%	7%
Mathematics A						
Number Tested	42	137	174	0	9	15
Number Scoring 55–100	42	125	172	0	8	14
Number Scoring 65–100	42	111	154	0	5	5
Number Scoring 85–100	40	43	85	0	1	0
Percentage of Tested Scoring 55–100	100%	91%	99%	0%	89%	93%
Percentage of Tested Scoring 65–100	100%	81%	89%	0%	56%	33%
Percentage of Tested Scoring 85–100	95%	31%	49%	0%	11%	0%
Mathematics B						
Number Tested	0	39	73	0	0	2
Number Scoring 55–100	0	39	73	0	0	#
Number Scoring 65–100	0	38	72	0	0	#
Number Scoring 85–100	0	18	49	0	0	#
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	97%	99%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	46%	67%	0%	0%	#
Global History and Geography						
Number Tested	149	141	156	22	13	6
Number Scoring 55–100	141	135	151	19	9	6
Number Scoring 65–100	133	125	143	15	7	6
Number Scoring 85–100	60	62	84	2	0	1
Percentage of Tested Scoring 55–100	95%	96%	97%	86%	69%	100%
Percentage of Tested Scoring 65–100	89%	89%	92%	68%	54%	100%
Percentage of Tested Scoring 85–100	40%	44%	54%	9%	0%	17%
U.S. History and Government						
Number Tested	111	141	130	15	15	15
Number Scoring 55–100	107	140	123	13	15	11
Number Scoring 65–100	101	136	118	11	15	9
Number Scoring 85–100	47	81	71	0	1	2
Percentage of Tested Scoring 55–100	96%	99%	95%	87%	100%	73%
Percentage of Tested Scoring 65–100	91%	96%	91%	73%	100%	60%
Percentage of Tested Scoring 85–100	42%	57%	55%	0%	7%	13%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	134	162	161	16	14	13
Number Scoring 55–100	132	159	160	15	13	13
Number Scoring 65–100	130	149	150	14	10	11
Number Scoring 85–100	49	55	62	0	2	0
Percentage of Tested Scoring 55–100	99%	98%	99%	94%	93%	100%
Percentage of Tested Scoring 65–100	97%	92%	93%	88%	71%	85%
Percentage of Tested Scoring 85–100	37%	34%	39%	0%	14%	0%
Physical Setting/Earth Science						
Number Tested	40	55	66	4	2	2
Number Scoring 55–100	39	54	66	#	#	#
Number Scoring 65–100	39	54	66	#	#	#
Number Scoring 85–100	16	21	25	#	#	#
Percentage of Tested Scoring 55–100	97%	98%	100%	#	#	#
Percentage of Tested Scoring 65–100	97%	98%	100%	#	#	#
Percentage of Tested Scoring 85–100	40%	38%	38%	#	#	#
Physical Setting/Chemistry						
Number Tested	90	84	92	2	3	2
Number Scoring 55–100	86	82	90	#	#	#
Number Scoring 65–100	78	66	78	#	#	#
Number Scoring 85–100	17	16	18	#	#	#
Percentage of Tested Scoring 55–100	96%	98%	98%	#	#	#
Percentage of Tested Scoring 65–100	87%	79%	85%	#	#	#
Percentage of Tested Scoring 85–100	19%	19%	20%	#	#	#
Physical Setting/Physics						
Number Tested			36			0
Number Scoring 55–100			36			0
Number Scoring 65–100			36			0
Number Scoring 85–100			17			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			47%			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
Comprehensive French						
Number Tested	44	45	44	1	0	1
Number Scoring 55–100	44	45	44	#	0	#
Number Scoring 65–100	44	45	44	#	0	#
Number Scoring 85–100	34	35	38	#	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	77%	78%	86%	#	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	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 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	65	55	67	2	2	1
Number Scoring 55–100	64	55	67	#	#	#
Number Scoring 65–100	64	55	67	#	#	#
Number Scoring 85–100	56	49	60	#	#	#
Percentage of Tested Scoring 55–100	98%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	98%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	86%	89%	90%	#	#	#
Comprehensive Latin						
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
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	77	54	1	1	4	1
Number Scoring 55–100	73	52	#	#	#	#
Number Scoring 65–100	68	50	#	#	#	#
Number Scoring 85–100	49	30	#	#	#	#
Percentage of Tested Scoring 55–100	95%	96%	#	#	#	#
Percentage of Tested Scoring 65–100	88%	93%	#	#	#	#
Percentage of Tested Scoring 85–100	64%	56%	#	#	#	#

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	39	100%	22	0%	0	0%
Students with Disabilities	10	100%	4	#	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
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – I)

New York State Alternate Assessments (NYSAA)

2003–04

	Count of Students					
Test	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	1	0	0	0	0
Social Studies	0	1	0	0	0	0
Mathematics	0	1	0	0	0	0
Science	0	1	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	118	118	118	15	15	15	133	133	133
Number Scoring 55–64	0	0	0	3	0	0	3	0	0
Number Scoring 65–84	55	35	53	8	12	13	63	47	66
Number Scoring 85–100	59	79	62	1	1	0	60	80	62
Approved Alternatives	1	0	0	0	0	0	1	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
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			4			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)