

New York State District Report Card Comprehensive Information Report

BEDS Code: 14-02-07-06-0000
 Name: Sweet Home Central School District
 Superintendent: Geoffrey M. Hicks

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	18	18	0
Kindergarten	270	276	262
First	281	270	267
Second	308	283	252
Third	315	306	286
Fourth	282	305	304
Fifth	310	303	305
Sixth	307	320	302
Ungraded Elementary	9	10	7
Seventh	289	301	321
Eighth	322	295	315
Ninth	317	343	307
Tenth	295	310	339
Eleventh	290	281	318
Twelfth	293	286	281
Ungraded Secondary	0	10	1
Total K-12 Enrollment	3888	3899	3867

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	177	4.6%	182	4.7%	211	5.5%
Black (Not Hispanic)	333	8.6%	380	9.7%	419	10.8%
Hispanic	52	1.3%	48	1.2%	54	1.4%
White (Not Hispanic)	3326	85.5%	3289	84.4%	3183	82.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	18	17
Common Branch	19	19	18
English Grade 8	27	25	26
Mathematics Grade 8	27	25	26
Science Grade 8	27	25	26
Social Studies Grade 8	27	25	25
English Grade 10	21	22	23
Mathematics Grade 10	26	19	22
Science Grade 10	20	18	22
Social Studies Grade 10	21	22	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
NA	NA

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	107	2.7%	102	2.6%	136	3.5%
Eligible for Free Lunch	521	13.4%	536	13.8%	630	16.3%

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		95.1%		95.4%		95.7%
Student Suspensions	130	3.3%	116	3.0%	34	0.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.0%	7.1%	7.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	323
Total Other Professional Staff	45
Total Paraprofessionals	94
Teaching Out of Certification*	5

*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	229	183	80%	251	189	75%	240	201	84%
Students with Disabilities	16	0	0%	27	4	15%	18	2	11%
All Students	245	183	75%	278	193	69%	258	203	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	153	80	3	4	12	6
Percent	59%	31%	1%	2%	5%	2%

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)
18	2	2	20

*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	8		24		3	0.3%
	Entered GED Program*	30		29		23	2.1%
	Total Noncompleters	38		53		26	2.3%
Students with Disabilities	Dropped Out	3		0		1	0.7%
	Entered GED Program*	2		6		3	2.1%
	Total Noncompleters	5		6		4	2.8%
All Students	Dropped Out	11	0.9%	24	2.0%	4	0.3%
	Entered GED Program*	32	2.7%	35	2.8%	26	2.1%
	Total Noncompleters	43	3.6%	59	4.8%	30	2.4%

*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	822	814	821
	Number of Students with Disabilities	100	102	102
	Number of All Students	922	916	923
	Percent of Enrollment	100%	99%	98%
9-12	Number of General-Education Students	0	0	1110
	Number of Students with Disabilities	0	0	130
	Number of All Students	0	0	1240
	Percent of Enrollment	0%	0%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	41		
Completed and Passed Regents Exams	40	98%	77%
Completed and had Course Average of 75% or More	41	100%	81%
Completed and Attained a HS Diploma or Equivalent	41	100%	96%
Completed and Whose Status is Known	41		
Completed and Were Successfully Placed	40	98%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

Enrollment data are for the 2003-2004 school year; completer 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	64	97%	71	86%	48	96%
German	23	96%	26	81%	16	94%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	11	100%
Spanish	185	96%	182	96%	199	79%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	2	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	7	71%	8	100%	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	2	#	0	0%	2	#
Science	3	#	0	0%	1	#
Reading	1	#	0	0%	1	#
Writing	1	#	0	0%	2	#
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	3	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	90%	9	89%	17	76%
Science	9	89%	3	#	16	88%
Reading	5	100%	18	100%	8	100%
Writing	3	#	12	100%	15	100%
Global Studies	3	#	8	38%	14	79%
U.S. Hist & Gov't	2	#	5	80%	4	#

(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	281	304	336	17	25	24
Number Scoring 55-100	258	277	323	13	14	20
Number Scoring 65-100	233	241	318	11	9	17
Number Scoring 85-100	67	47	179	0	0	1
Percentage of Tested Scoring 55-100	92%	91%	96%	76%	56%	83%
Percentage of Tested Scoring 65-100	83%	79%	95%	65%	36%	71%
Percentage of Tested Scoring 85-100	24%	15%	53%	0%	0%	4%
Mathematics A						
Number Tested	303	333	355	13	24	29
Number Scoring 55-100	265	308	348	4	10	25
Number Scoring 65-100	236	279	341	3	4	21
Number Scoring 85-100	82	60	133	0	0	1
Percentage of Tested Scoring 55-100	87%	92%	98%	31%	42%	86%
Percentage of Tested Scoring 65-100	78%	84%	96%	23%	17%	72%
Percentage of Tested Scoring 85-100	27%	18%	37%	0%	0%	3%
Mathematics B						
Number Tested	166	190	187	2	2	1
Number Scoring 55-100	131	162	178	#	#	#
Number Scoring 65-100	101	142	164	#	#	#
Number Scoring 85-100	20	36	63	#	#	#
Percentage of Tested Scoring 55-100	79%	85%	95%	#	#	#
Percentage of Tested Scoring 65-100	61%	75%	88%	#	#	#
Percentage of Tested Scoring 85-100	12%	19%	34%	#	#	#
Global History and Geography						
Number Tested	297	325	352	21	26	36
Number Scoring 55-100	282	302	336	14	15	22
Number Scoring 65-100	259	284	314	13	12	17
Number Scoring 85-100	108	148	162	1	1	2
Percentage of Tested Scoring 55-100	95%	93%	95%	67%	58%	61%
Percentage of Tested Scoring 65-100	87%	87%	89%	62%	46%	47%
Percentage of Tested Scoring 85-100	36%	46%	46%	5%	4%	6%
U.S. History and Government						
Number Tested	291	280	306	23	24	22
Number Scoring 55-100	282	279	300	20	24	20
Number Scoring 65-100	271	269	289	19	19	15
Number Scoring 85-100	133	153	204	4	6	6
Percentage of Tested Scoring 55-100	97%	100%	98%	87%	100%	91%
Percentage of Tested Scoring 65-100	93%	96%	94%	83%	79%	68%
Percentage of Tested Scoring 85-100	46%	55%	67%	17%	25%	27%

(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	432	378	342	27	38	51
Number Scoring 55-100	425	367	320	23	29	38
Number Scoring 65-100	413	343	297	18	21	28
Number Scoring 85-100	192	154	120	0	1	2
Percentage of Tested Scoring 55-100	98%	97%	94%	85%	76%	75%
Percentage of Tested Scoring 65-100	96%	91%	87%	67%	55%	55%
Percentage of Tested Scoring 85-100	44%	41%	35%	0%	3%	4%
Physical Setting/Earth Science						
Number Tested	228	231	230	24	16	23
Number Scoring 55-100	207	215	208	18	9	15
Number Scoring 65-100	177	192	176	11	3	9
Number Scoring 85-100	53	97	62	0	0	1
Percentage of Tested Scoring 55-100	91%	93%	90%	75%	56%	65%
Percentage of Tested Scoring 65-100	78%	83%	77%	46%	19%	39%
Percentage of Tested Scoring 85-100	23%	42%	27%	0%	0%	4%
Physical Setting/Chemistry						
Number Tested	195	232	260	1	0	2
Number Scoring 55-100	184	207	235	#	0	#
Number Scoring 65-100	152	150	189	#	0	#
Number Scoring 85-100	31	17	19	#	0	#
Percentage of Tested Scoring 55-100	94%	89%	90%	#	0%	#
Percentage of Tested Scoring 65-100	78%	65%	73%	#	0%	#
Percentage of Tested Scoring 85-100	16%	7%	7%	#	0%	#
Physical Setting/Physics						
Number Tested			96			0
Number Scoring 55-100			93			0
Number Scoring 65-100			87			0
Number Scoring 85-100			27			0
Percentage of Tested Scoring 55-100			97%			0%
Percentage of Tested Scoring 65-100			91%			0%
Percentage of Tested Scoring 85-100			28%			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	26	46	81	0	0	2
Number Scoring 55-100	24	46	81	0	0	#
Number Scoring 65-100	21	46	81	0	0	#
Number Scoring 85-100	5	31	54	0	0	#
Percentage of Tested Scoring 55-100	92%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	81%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	19%	67%	67%	0%	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	11	22	33	0	0	0
Number Scoring 55-100	11	19	33	0	0	0
Number Scoring 65-100	10	17	33	0	0	0
Number Scoring 85-100	3	6	12	0	0	0
Percentage of Tested Scoring 55-100	100%	86%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	77%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	27%	27%	36%	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	92	58	211	2	0	0
Number Scoring 55-100	89	58	210	#	0	0
Number Scoring 65-100	88	58	210	#	0	0
Number Scoring 85-100	54	43	152	#	0	0
Percentage of Tested Scoring 55-100	97%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	96%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	59%	74%	72%	#	0%	0%
Comprehensive Latin						
Number Tested	19	0	7	0	0	0
Number Scoring 55-100	19	0	7	0	0	0
Number Scoring 65-100	18	0	7	0	0	0
Number Scoring 85-100	10	0	6	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	53%	0%	86%	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	24	0	0	1	0	0
Number Scoring 55-100	17	0	0	#	0	0
Number Scoring 65-100	13	0	0	#	0	0
Number Scoring 85-100	2	0	0	#	0	0
Percentage of Tested Scoring 55-100	71%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	54%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	8%	0%	0%	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	61	100%	95	96%	30	93%
Students with Disabilities	15	100%	14	64%	9	100%

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	289	3%	4%	49%	43%
	Students with Disabilities	18	28%	28%	44%	0%
	All Students	307	5%	6%	49%	41%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	284	2%	26%	59%	13%
	Students with Disabilities	36	6%	72%	22%	0%
	All Students	320	3%	31%	55%	11%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	6	0	0	0	1	5
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

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	237	237	237	20	20	20	257	257	257
Number Scoring 55–64	3	5	1	1	3	2	4	8	3
Number Scoring 65–84	127	86	133	10	11	14	137	97	147
Number Scoring 85–100	102	140	103	1	4	2	103	144	105
Approved Alternatives	0	0	0	0	0	0	0	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 K-1)						
Number Tested			33			0
Beginning (0-18)			3			0
Intermediate (19-31)			9			0
Advanced (32-36)			11			0
Proficient (37-39)			10			0
Reading and Writing (Grade K-1)						
Number Tested			33			0
Beginning (0-14)			6			0
Intermediate (15-24)			6			0
Advanced (25-32)			20			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 2-4)						
Number Tested			28			0
Beginning (0-18)			6			0
Intermediate (19-31)			5			0
Advanced (32-36)			7			0
Proficient (37-39)			10			0
Reading and Writing (Grade 2-4)						
Number Tested			28			0
Beginning (0-14)			10			0
Intermediate (15-24)			11			0
Advanced (25-32)			5			0
Proficient (33-35)			2			0
Listening and Speaking (Grade 5-6)						
Number Tested			18			0
Beginning (0-18)			1			0
Intermediate (19-31)			1			0
Advanced (32-36)			2			0
Proficient (37-39)			14			0
Reading and Writing (Grade 5-6)						
Number Tested			18			0
Beginning (0-14)			1			0
Intermediate (15-24)			5			0
Advanced (25-32)			11			0
Proficient (33-35)			1			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 – K)

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			17			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			8			0
Proficient (37-39)			7			0
Reading and Writing (Grade 7-8)						
Number Tested			17			0
Beginning (0-14)			1			0
Intermediate (15-24)			3			0
Advanced (25-32)			13			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
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 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			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)