

# 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 : 7-8

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	42	126	128
Eighth	45	133	129
Ninth	29	0	0
Tenth	53	0	0
Eleventh	40	0	0
Twelfth	33	0	0
Ungraded Secondary	0	0	0
Total K-12 Enrollment	242	259	257

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	2	0.8%	1	0.4%	1	0.4%
Black (Not Hispanic)	9	3.7%	6	2.3%	5	1.9%
Hispanic	3	1.2%	12	4.6%	21	8.2%
White (Not Hispanic)	228	94.2%	240	92.7%	230	89.5%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	18	20
Mathematics Grade 8	14	17	18
Science Grade 8	0	18	0
Social Studies Grade 8	14	18	19
English Grade 10	0	0	0
Mathematics Grade 10	13	0	0
Science Grade 10	17	0	0
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
32	All schools in this group are middle 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 middle 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	2	0.8%
Eligible for Free Lunch	44	18.2%	42	16.2%	48	18.7%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.3%		94.2%		94.3%
Student Suspensions	15	5.9%	24	9.9%	23	8.9%

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

	2002-03	2003-04	2004-05
Reduced Lunch	6.2%	13.9%	7.8%
Public Assistance	21-30%	11-20%	21-30%
Student Stability	100%	97%	95%

### Staff Counts

Staff	2004-05
Total Teachers	21
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	31	0	0
	Regents Diplomas	19	0	0
	% Regents Diplomas	61%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	0	0	0
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	0
<b>All Students</b>	Total Graduates*	31	0	0
	Regents Diplomas	19	0	0
	% Regents Diplomas	61%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	0

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	0	0	0	0	0	0	0	0
	<b>Percent</b>	0%	0%	0%	0%	0%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	0	0	0	0	0	0	0
	<b>Percent</b>	0%	0%	0%	0%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	0	0	0	0	0	0	0	0
	<b>Percent</b>	0%	0%	0%	0%	0%	0%	0%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	2		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	1	0.0%
	Total Noncompleters	2		0	0.0%	1	0.0%
<b>Students with Disabilities</b>	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		0	0.0%	0	0.0%
<b>All Students</b>	Dropped Out	2	1.3%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	1	0.0%
	Total Noncompleters	2	1.3%	0	0.0%	1	0.0%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	100%	0	0%	0	0%
Science	8	88%	0	0%	0	0%
Reading	8	88%	0	0%	0	0%
Writing	8	100%	0	0%	0	0%
Global Studies	8	100%	0	0%	0	0%
U.S. Hist & Gov't	7	86%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	43	0	0	0	0	0
Number Scoring 55-100	36	0	0	0	0	0
Number Scoring 65-100	32	0	0	0	0	0
Number Scoring 85-100	7	0	0	0	0	0
Percentage of Tested Scoring 55-100	84%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	74%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	16%	0%	0%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	58	0	0	0	0	0
Number Scoring 55-100	54	0	0	0	0	0
Number Scoring 65-100	41	0	0	0	0	0
Number Scoring 85-100	9	0	0	0	0	0
Percentage of Tested Scoring 55-100	93%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	71%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	16%	0%	0%	0%	0%	0%
<b>Mathematics B</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	56	0	0	0	0	0
Number Scoring 55-100	50	0	0	0	0	0
Number Scoring 65-100	43	0	0	0	0	0
Number Scoring 85-100	10	0	0	0	0	0
Percentage of Tested Scoring 55-100	89%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	77%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	18%	0%	0%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	37	0	0	0	0	0
Number Scoring 55-100	32	0	0	0	0	0
Number Scoring 65-100	29	0	0	0	0	0
Number Scoring 85-100	14	0	0	0	0	0
Percentage of Tested Scoring 55-100	86%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	78%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	38%	0%	0%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	33	0	0	0	0	0
Number Scoring 55-100	33	0	0	0	0	0
Number Scoring 65-100	32	0	0	0	0	0
Number Scoring 85-100	11	0	0	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	0%	0%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	37	0	0	0	0	0
Number Scoring 55-100	37	0	0	0	0	0
Number Scoring 65-100	36	0	0	0	0	0
Number Scoring 85-100	22	0	0	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	59%	0%	0%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	20	0	0	0	0	0
Number Scoring 55-100	18	0	0	0	0	0
Number Scoring 65-100	16	0	0	0	0	0
Number Scoring 85-100	2	0	0	0	0	0
Percentage of Tested Scoring 55-100	90%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	80%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	10%	0%	0%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		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%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<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	21	0	0	0	0	0
Number Scoring 55-100	21	0	0	0	0	0
Number Scoring 65-100	17	0	0	0	0	0
Number Scoring 85-100	7	0	0	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	81%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	0%	0%	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)

## Elementary-Level Social Studies

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>Nov 2004</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

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>June 2005</b>	General-Education Students	112	2%	29%	61%	9%
	Students with Disabilities	9	22%	67%	11%	0%
	All Students	121	3%	31%	57%	8%

(Form – I)



# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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)