

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-02-07-06-0006
 Name: Sweet Home Senior High School
 Principal: Paul L. Hendel

Grade Range : 9-12

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	0	0	0
Eighth	0	0	0
Ninth	297	317	343
Tenth	328	295	310
Eleventh	270	290	281
Twelfth	280	293	286
Ungraded Secondary	0	0	10
Total K-12 Enrollment	1175	1195	1230

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	58	4.9%	49	4.1%	46	3.7%
Black (Not Hispanic)	80	6.8%	85	7.1%	95	7.7%
Hispanic	12	1.0%	11	0.9%	13	1.1%
White (Not Hispanic)	1025	87.2%	1050	87.9%	1076	87.5%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
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	21	21	22
Mathematics Grade 10	22	26	19
Science Grade 10	23	20	18
Social Studies Grade 10	22	21	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
50	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 middle 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	11	0.9%	14	1.2%	9	0.7%
Eligible for Free Lunch	103	8.8%	113	9.5%	116	9.4%

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		93.6%		92.9%		93.0%
Student Suspensions	32	2.7%	43	3.7%	29	2.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.9%	4.4%	6.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	96%	99%

Staff Counts

Staff	2002–2003
Total Teachers	98
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	248	178	72%	229	183	80%	251	189	75%
Students with Disabilities	16	1	6%	16	0	0%	27	4	15%
All Students	264	179	68%	245	183	75%	278	193	69%

*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	156	77	7	1	31	6
Percent	56%	28%	3%	0%	11%	2%

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)
27	4	2	29

*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			8		8	
	Entered GED Program*			30		29	
	Total Noncompleters			38		37	
Students with Disabilities	Dropped Out			3		0	
	Entered GED Program*			2		6	
	Total Noncompleters			5		6	
All Students	Dropped Out	9	0.8%	11	0.9%	8	0.6%
	Entered GED Program*	18	1.5%	32	2.7%	35	2.8%
	Total Noncompleters	27	2.3%	43	3.6%	43	3.5%

*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%	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	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	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	0	0%	2	#	0	0%
Science	0	0%	3	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	6	83%	3	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	96%	10	90%	9	89%
Science	24	71%	9	89%	3	#
Reading	7	43%	5	100%	18	100%
Writing	5	100%	3	#	12	100%
Global Studies	12	58%	3	#	8	38%
U.S. Hist & Gov't	15	80%	2	#	5	80%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	307	281	304	31	17	25
Number Scoring 55–100	294	258	277	27	13	14
Number Scoring 65–100	254	233	241	13	11	9
Number Scoring 85–100	54	67	47	0	0	0
Percentage of Tested Scoring 55–100	96%	92%	91%	87%	76%	56%
Percentage of Tested Scoring 65–100	83%	83%	79%	42%	65%	36%
Percentage of Tested Scoring 85–100	18%	24%	15%	0%	0%	0%
Mathematics A						
Number Tested	282	302	333	18	12	24
Number Scoring 55–100	266	264	308	11	3	10
Number Scoring 65–100	242	235	279	10	2	4
Number Scoring 85–100	95	82	60	4	0	0
Percentage of Tested Scoring 55–100	94%	87%	92%	61%	25%	42%
Percentage of Tested Scoring 65–100	86%	78%	84%	56%	17%	17%
Percentage of Tested Scoring 85–100	34%	27%	18%	22%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	166	190	0	2	2
Number Scoring 55–100	0	131	162	0	#	#
Number Scoring 65–100	0	101	142	0	#	#
Number Scoring 85–100	0	20	36	0	#	#
Percentage of Tested Scoring 55–100	0%	79%	85%	0%	#	#
Percentage of Tested Scoring 65–100	0%	61%	75%	0%	#	#
Percentage of Tested Scoring 85–100	0%	12%	19%	0%	#	#
Global History and Geography						
Number Tested	330	297	325	47	21	26
Number Scoring 55–100	323	282	302	43	14	15
Number Scoring 65–100	299	259	284	33	13	12
Number Scoring 85–100	142	108	148	2	1	1
Percentage of Tested Scoring 55–100	98%	95%	93%	91%	67%	58%
Percentage of Tested Scoring 65–100	91%	87%	87%	70%	62%	46%
Percentage of Tested Scoring 85–100	43%	36%	46%	4%	5%	4%
U.S. History and Government (first administered June 2001)						
Number Tested	277	291	280	23	23	24
Number Scoring 55–100	264	282	279	18	20	24
Number Scoring 65–100	241	271	269	11	19	19
Number Scoring 85–100	127	133	153	3	4	6
Percentage of Tested Scoring 55–100	95%	97%	100%	78%	87%	100%
Percentage of Tested Scoring 65–100	87%	93%	96%	48%	83%	79%
Percentage of Tested Scoring 85–100	46%	46%	55%	13%	17%	25%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	328	362	308	49	27	38
Number Scoring 55–100	308	355	297	38	23	29
Number Scoring 65–100	279	343	273	26	18	21
Number Scoring 85–100	60	126	93	2	0	1
Percentage of Tested Scoring 55–100	94%	98%	96%	78%	85%	76%
Percentage of Tested Scoring 65–100	85%	95%	89%	53%	67%	55%
Percentage of Tested Scoring 85–100	18%	35%	30%	4%	0%	3%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	154	227	231	29	23	16
Number Scoring 55–100	136	206	215	21	17	9
Number Scoring 65–100	108	176	192	11	10	3
Number Scoring 85–100	28	53	97	1	0	0
Percentage of Tested Scoring 55–100	88%	91%	93%	72%	74%	56%
Percentage of Tested Scoring 65–100	70%	78%	83%	38%	43%	19%
Percentage of Tested Scoring 85–100	18%	23%	42%	3%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		195	232		1	0
Number Scoring 55–100		184	207		#	0
Number Scoring 65–100		152	150		#	0
Number Scoring 85–100		31	17		#	0
Percentage of Tested Scoring 55–100		94%	89%		#	0%
Percentage of Tested Scoring 65–100		78%	65%		#	0%
Percentage of Tested Scoring 85–100		16%	7%		#	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	40	26	46	1	0	0
Number Scoring 55–100	40	24	46	#	0	0
Number Scoring 65–100	40	21	46	#	0	0
Number Scoring 85–100	22	5	31	#	0	0
Percentage of Tested Scoring 55–100	100%	92%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	81%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	55%	19%	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	27	11	22	0	0	0
Number Scoring 55–100	26	11	19	0	0	0
Number Scoring 65–100	26	10	17	0	0	0
Number Scoring 85–100	7	3	6	0	0	0
Percentage of Tested Scoring 55–100	96%	100%	86%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	91%	77%	0%	0%	0%
Percentage of Tested Scoring 85–100	26%	27%	27%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	1	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	85	92	58	0	2	0
Number Scoring 55–100	83	89	58	0	#	0
Number Scoring 65–100	81	88	58	0	#	0
Number Scoring 85–100	43	54	43	0	#	0
Percentage of Tested Scoring 55–100	98%	97%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	95%	96%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	51%	59%	74%	0%	#	0%
Comprehensive Latin						
Number Tested	26	19	0	0	0	0
Number Scoring 55–100	26	19	0	0	0	0
Number Scoring 65–100	26	18	0	0	0	0
Number Scoring 85–100	23	10	0	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	95%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	88%	53%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	58	8	1	3	0	0
Number Scoring 55–100	43	5	#	#	0	0
Number Scoring 65–100	39	4	#	#	0	0
Number Scoring 85–100	4	1	#	#	0	0
Percentage of Tested Scoring 55–100	74%	62%	#	#	0%	0%
Percentage of Tested Scoring 65–100	67%	50%	#	#	0%	0%
Percentage of Tested Scoring 85–100	7%	12%	#	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	201	24	0	5	1	0
Number Scoring 55–100	182	17	0	4	#	0
Number Scoring 65–100	160	13	0	3	#	0
Number Scoring 85–100	63	2	0	0	#	0
Percentage of Tested Scoring 55–100	91%	71%	0%	80%	#	0%
Percentage of Tested Scoring 65–100	80%	54%	0%	60%	#	0%
Percentage of Tested Scoring 85–100	31%	8%	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	63	92%	61	100%	95	96%
Students with Disabilities	7	71%	15	100%	14	64%

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
Nov 2002	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
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	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	228	228	228	29	29	29	257	257	257
Number Scoring 55–64	0	2	3	3	0	3	3	2	6
Number Scoring 65–84	92	105	134	20	17	16	112	122	150
Number Scoring 85–100	133	120	89	2	5	1	135	125	90
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)