

New York State School Report Card Comprehensive Information Report

BEDS Code: 46-19-01-04-0001
 Name: Sandy Creek High School
 Principal: Maureen Shiel

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	101	0	0
Ungraded Elementary	0	0	0
Seventh	75	0	0
Eighth	93	0	0
Ninth	75	97	82
Tenth	96	77	94
Eleventh	84	89	84
Twelfth	70	79	87
Ungraded Secondary	0	0	0
Total K-12 Enrollment	594	342	347

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	1	0.2%	2	0.6%	3	0.9%
Black (Not Hispanic)	1	0.2%	1	0.3%	1	0.3%
Hispanic	0	0.0%	2	0.6%	5	1.4%
White (Not Hispanic)	592	99.7%	337	98.5%	338	97.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	25	0	0
English Grade 8	23	0	14
Mathematics Grade 8	15	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	23	0	0
English Grade 10	24	19	19
Mathematics Grade 10	19	7	17
Science Grade 10	9	22	15
Social Studies Grade 10	17	18	18

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	172	29.0%	73	21.4%	40	11.5%

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		97.0%		94.0%		94.6%
Student Suspensions	42	6.9%	16	2.7%	12	3.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.4%	14.0%	13.0%
Public Assistance	51-60%	41-50%	41-50%
Student Stability	97%	97%	98%

Staff Counts

Staff	2002–2003
Total Teachers	24
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	50	28	56%	64	45	70%	68	42	62%
Students with Disabilities	6	0	0%	6	1	17%	6	1	17%
All Students	56	28	50%	70	46	66%	74	43	58%

*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	22	34	1	8	7	2
Percent	30%	46%	1%	11%	9%	3%

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)
6	1	5	11

*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		13	
	Entered GED Program*			1		3	
	Total Noncompleters			17		16	
Students with Disabilities	Dropped Out			4		0	
	Entered GED Program*			0		0	
	Total Noncompleters			4		0	
All Students	Dropped Out	17	5.2%	20	5.8%	13	3.7%
	Entered GED Program*	0	0.0%	1	0.3%	3	0.9%
	Total Noncompleters	17	5.2%	21	6.1%	16	4.6%

*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		283	289
	Number of Students with Disabilities		59	58
	Number of All Students		342	347
	Percent of Enrollment		100%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	49	88%	17	71%	38	95%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	33	85%	50	88%	55	98%

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%	1	#

(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%	1	#	2	#
Science	0	0%	4	#	1	#
Reading	0	0%	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	1	#	0	0%	2	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	71%	3	#	5	80%
Science	10	90%	10	80%	1	#
Reading	0	0%	1	#	4	#
Writing	0	0%	1	#	4	#
Global Studies	1	#	0	0%	4	#
U.S. Hist & Gov't	3	#	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	73	80	88	8	6	2
Number Scoring 55–100	70	76	86	7	4	#
Number Scoring 65–100	66	56	76	6	2	#
Number Scoring 85–100	17	21	21	0	1	#
Percentage of Tested Scoring 55–100	96%	95%	98%	88%	67%	#
Percentage of Tested Scoring 65–100	90%	70%	86%	75%	33%	#
Percentage of Tested Scoring 85–100	23%	26%	24%	0%	17%	#
Mathematics A						
Number Tested	0	24	93	0	0	8
Number Scoring 55–100	0	23	75	0	0	5
Number Scoring 65–100	0	23	67	0	0	3
Number Scoring 85–100	0	11	5	0	0	0
Percentage of Tested Scoring 55–100	0%	96%	81%	0%	0%	62%
Percentage of Tested Scoring 65–100	0%	96%	72%	0%	0%	38%
Percentage of Tested Scoring 85–100	0%	46%	5%	0%	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	81	69	83	7	3	7
Number Scoring 55–100	78	64	74	6	#	5
Number Scoring 65–100	67	61	69	4	#	3
Number Scoring 85–100	26	14	14	1	#	1
Percentage of Tested Scoring 55–100	96%	93%	89%	86%	#	71%
Percentage of Tested Scoring 65–100	83%	88%	83%	57%	#	43%
Percentage of Tested Scoring 85–100	32%	20%	17%	14%	#	14%
U.S. History and Government (first administered June 2001)						
Number Tested	84	93	91	10	12	6
Number Scoring 55–100	71	78	83	8	5	3
Number Scoring 65–100	53	60	71	6	2	3
Number Scoring 85–100	21	16	24	2	1	2
Percentage of Tested Scoring 55–100	85%	84%	91%	80%	42%	50%
Percentage of Tested Scoring 65–100	63%	65%	78%	60%	17%	50%
Percentage of Tested Scoring 85–100	25%	17%	26%	20%	8%	33%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	76	72	76	6	2	5
Number Scoring 55–100	76	71	75	6	#	4
Number Scoring 65–100	69	70	72	3	#	4
Number Scoring 85–100	21	26	23	1	#	1
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	#	80%
Percentage of Tested Scoring 65–100	91%	97%	95%	50%	#	80%
Percentage of Tested Scoring 85–100	28%	36%	30%	17%	#	20%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	75	94	87	3	8	5
Number Scoring 55–100	60	73	76	#	5	5
Number Scoring 65–100	51	57	61	#	2	3
Number Scoring 85–100	6	13	15	#	1	0
Percentage of Tested Scoring 55–100	80%	78%	87%	#	62%	100%
Percentage of Tested Scoring 65–100	68%	61%	70%	#	25%	60%
Percentage of Tested Scoring 85–100	8%	14%	17%	#	12%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		55	56		1	0
Number Scoring 55–100		51	55		#	0
Number Scoring 65–100		38	44		#	0
Number Scoring 85–100		4	6		#	0
Percentage of Tested Scoring 55–100		93%	98%		#	0%
Percentage of Tested Scoring 65–100		69%	79%		#	0%
Percentage of Tested Scoring 85–100		7%	11%		#	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	15	41	28	0	1	0
Number Scoring 55–100	15	40	28	0	#	0
Number Scoring 65–100	15	38	25	0	#	0
Number Scoring 85–100	12	5	13	0	#	0
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	93%	89%	0%	#	0%
Percentage of Tested Scoring 85–100	80%	12%	46%	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	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	0	0	20	0	0	0
Number Scoring 55–100	0	0	19	0	0	0
Number Scoring 65–100	0	0	19	0	0	0
Number Scoring 85–100	0	0	10	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	50%	0%	0%	0%
Comprehensive Latin						
Number Tested	8	13	18	0	0	0
Number Scoring 55–100	8	13	17	0	0	0
Number Scoring 65–100	8	13	17	0	0	0
Number Scoring 85–100	5	8	9	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	62%	50%	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	69	27	5	5	0	0
Number Scoring 55–100	55	18	1	2	0	0
Number Scoring 65–100	50	15	1	2	0	0
Number Scoring 85–100	14	1	0	0	0	0
Percentage of Tested Scoring 55–100	80%	67%	20%	40%	0%	0%
Percentage of Tested Scoring 65–100	72%	56%	20%	40%	0%	0%
Percentage of Tested Scoring 85–100	20%	4%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	58	54	20	1	1	0
Number Scoring 55–100	56	52	13	#	#	0
Number Scoring 65–100	56	49	13	#	#	0
Number Scoring 85–100	26	17	2	#	#	0
Percentage of Tested Scoring 55–100	97%	96%	65%	#	#	0%
Percentage of Tested Scoring 65–100	97%	91%	65%	#	#	0%
Percentage of Tested Scoring 85–100	45%	31%	10%	#	#	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	24	96%	47	94%	6	100%
Students with Disabilities	5	80%	7	86%	0	0%

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	72	72	72	12	12	12	84	84	84
Number Scoring 55–64	3	7	2	2	3	4	5	10	6
Number Scoring 65–84	39	43	42	3	1	2	42	44	44
Number Scoring 85–100	26	16	26	1	1	1	27	17	27
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)