

# New York State School Report Card Comprehensive Information Report

BEDS Code : 66-21-01-06-0004  
 Name : Somers Middle School  
 Principal: Ms. Geraldine Paige

Grade Range : 6-8

## Fall Enrollment

| Grade                 | 1999–2000 | 2000–2001 | 2001–2002 |
|-----------------------|-----------|-----------|-----------|
| 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                 | 225       | 229       | 233       |
| Ungraded Elementary   | 0         | 0         | 0         |
| Seventh               | 179       | 227       | 236       |
| Eighth                | 211       | 184       | 228       |
| Ninth                 | 0         | 0         | 0         |
| Tenth                 | 0         | 0         | 0         |
| Eleventh              | 0         | 0         | 0         |
| Twelfth               | 0         | 0         | 0         |
| Ungraded Secondary    | 0         | 0         | 0         |
| Total K-12 Enrollment | 615       | 640       | 697       |

## Student Racial/Ethnic Origin

| Race/Ethnicity                                       | 1999–2000       |              | 2000–2001       |              | 2001–2002       |              |
|--|-----------------|--------------|-----------------|--------------|-----------------|--------------|
|  | No. of Students | % of Enroll. | No. of Students | % of Enroll. | No. of Students | % of Enroll. |
| American Indian, Alaskan, Asian, or Pacific Islander | 13              | 2.1%         | 28              | 4.4%         | 20              | 2.9%         |
| Black (Not Hispanic)                                 | 9               | 1.5%         | 5               | 0.8%         | 4               | 0.6%         |
| Hispanic   | 11              | 1.8%         | 9               | 1.4%         | 15              | 2.2%         |
| White (Not Hispanic)                                 | 582             | 94.6%        | 598             | 93.4%        | 658             | 94.4%        |

## Limited English Proficient Students (also known as English language learners)

| 1999–2000       |              | 2000–2001       |              | 2001–2002       |              |
|-----------------|--------------|-----------------|--------------|-----------------|--------------|
| No. of Students | % of Enroll. | No. of Students | % of Enroll. | No. of Students | % of Enroll. |
| 0               | 0.0%         | 3               | 0.5%         | 5               | 0.7%         |

## Average Class Size

| Grade Level             | 1999–2000 | 2000–2001 | 2001–2002 |
|-------------------------|-----------|-----------|-----------|
| Kindergarten            | 0         | 0         | 0         |
| Common Branch           | 0         | 0         | 0         |
| English Grade 8         | 19        | 18        | 19        |
| Mathematics Grade 8     | 20        | 18        | 18        |
| Science Grade 8         | 20        | 18        | 19        |
| Social Studies Grade 8  | 20        | 19        | 19        |
| English Grade 10        | 0         | 0         | 0         |
| Mathematics Grade 10    | 0         | 0         | 0         |
| Science Grade 10        | 0         | 0         | 0         |
| Social Studies Grade 10 | 0         | 0         | 0         |

(Form – A)

**District Need to Resource Capacity Category**

| <b>N/RC Category</b> | <b>Description</b>  |
|----------------------|---|
| 6                    | This is a school district with low student needs in relation to district resource capacity. |

**Similar School Group and Description**

| <b>Similar School Group</b> | <b>Description</b>  |
|-----------------------------|---|
| 34                          | All schools in this group are middle level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the lower 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).

**Attendance and Suspension**

|                               | <b>1998–1999</b>       |                     | <b>1999–2000</b>       |                     | <b>2000–2001</b>       |                     |
|-------------------------------|------------------------|---------------------|------------------------|---------------------|------------------------|---------------------|
|                               | <b>No. of Students</b> | <b>% of Enroll.</b> | <b>No. of Students</b> | <b>% of Enroll.</b> | <b>No. of Students</b> | <b>% of Enroll.</b> |
| <b>Annual Attendance Rate</b> |                        | 94.0%               |                        | 94.0%               |                        | 96.0%               |
| <b>Student Suspensions</b>    | 9                      | 1.6%                | 5                      | 0.8%                | 19                     | 3.0%                |

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

|                          | <b>1999–2000</b> | <b>2000–2001</b> | <b>2001–2002</b> |
|--------------------------|------------------|------------------|------------------|
| <b>Free Lunch</b>        | 3.9%             | 2.8%             | 1.3%             |
| <b>Reduced Lunch</b>     | 0.8%             | 2.8%             | 1.7%             |
| <b>Public Assistance</b> | 1-10%            | 1-10%            | 1-10%            |
| <b>Student Stability</b> | 100%             | 96%              | 97%              |

**Staff Counts**

| <b>Staff</b>                     | <b>2001–2002</b> |
|----------------------------------|------------------|
| Total Teachers                   | 63               |
| Total Other Professional Staff   | 7                |
| Total Paraprofessionals          | NA               |
| Teaching out of Certification*   | 3                |
| Teachers with Temporary Licenses | 1                |

\*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\*

|                            | 1999–2000   |                  |                    | 2000–2001   |                  |                    | 2001–2002   |                  |                    |
|----------------------------|-------------|------------------|--------------------|-------------|------------------|--------------------|-------------|------------------|--------------------|
|                            | Total Grads | Regents Diplomas | % Regents Diplomas | Total Grads | Regents Diplomas | % Regents Diplomas | Total Grads | Regents Diplomas | % Regents Diplomas |
| General Education          | 0           | 0                | 0%                 | 0           | 0                | 0%                 | 0           | 0                | 0%                 |
| Students with Disabilities | 0           | 0                | 0%                 | 0           | 0                | 0%                 | 0           | 0                | 0%                 |
| All Students               | 0           | 0                | 0%                 | 0           | 0                | 0%                 | 0           | 0                | 0%                 |

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

## Distribution of 2001–2002 Graduates (All Students)

|         | To 4-year College | To 2-year College | To Other Post-Secondary | To the Military | To Employment | Other |
|---------|-------------------|-------------------|-------------------------|-----------------|---------------|-------|
| Number  | 0                 | 0                 | 0                       | 0               | 0             | 0     |
| Percent | 0%                | 0%                | 0%                      | 0%              | 0%            | 0%    |

## Number of High School Completers with Disabilities in 2001–2002

| Graduates*<br>(a) | Regents Diplomas<br>(b) | IEP Diplomas or Certificates<br>(c) | All 2001–2002 Completers<br>(a+c) |
|-------------------|-------------------------|-------------------------------------|-----------------------------------|
| 0                 | 0                       | 0                                   | 0                                 |

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

|                            |                      | 1999–2000       |              | 2000–2001       |              | 2001–2002       |              |
|----------------------------|----------------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|
|                            |                      | No. of Students | % of Enroll. | No. of Students | % of Enroll. | No. of Students | % of Enroll. |
| General-Education Students | Dropped Out          |                 |              |                 |              | 17              | 0.0%         |
|                            | Entered GED Program* |                 |              |                 |              | 0               | 0.0%         |
|                            | Total Noncompleters  |                 |              |                 |              | 17              | 0.0%         |
| Students with Disabilities | Dropped Out          |                 |              |                 |              | 1               | 0.0%         |
|                            | Entered GED Program* |                 |              |                 |              | 0               | 0.0%         |
|                            | Total Noncompleters  |                 |              |                 |              | 1               | 0.0%         |
| All Students               | Dropped Out          | 0               | 0.0%         | 0               | 0.0%         | 18              | 0.0%         |
|                            | Entered GED Program* | 0               | 0.0%         | 0               | 0.0%         | 0               | 0.0%         |
|                            | Total Noncompleters  | 0               | 0.0%         | 0               | 0.0%         | 18              | 0.0%         |

\*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)

# Second Language Proficiency Examinations

## General-Education Students

| Test    | 1999–2000  |           | 2000–2001  |           | 2001–2002  |           |
|---------|------------|-----------|------------|-----------|------------|-----------|
|         | No. Tested | % Passing | No. Tested | % Passing | No. Tested | % Passing |
| French  | 35         | 100%      | 22         | 100%      | 37         | 100%      |
| German  | 0          | 0%        | 0          | 0%        | 0          | 0%        |
| Italian | 35         | 94%       | 44         | 100%      | 50         | 100%      |
| Latin   | 0          | 0%        | 0          | 0%        | 0          | 0%        |
| Spanish | 98         | 96%       | 95         | 96%       | 101        | 95%       |

## Students with Disabilities

| Test    | 1999–2000  |           | 2000–2001  |           | 2001–2002  |           |
|---------|------------|-----------|------------|-----------|------------|-----------|
|         | No. Tested | % Passing | No. Tested | % Passing | No. Tested | % Passing |
| French  | 1          | #         | 1          | #         | 0          | 0%        |
| German  | 0          | 0%        | 0          | 0%        | 0          | 0%        |
| Italian | 4          | #         | 0          | 0%        | 2          | #         |
| Latin   | 0          | 0%        | 0          | 0%        | 0          | 0%        |
| Spanish | 5          | 60%       | 1          | #         | 9          | 100%      |

(Form – D)

# Regents Examinations

|  | All Students |      |      | Students with Disabilities |      |      |
|--|--------------|------|------|----------------------------|------|------|
|  | 2000         | 2001 | 2002 | 2000                       | 2001 | 2002 |
| <b>Comprehensive English</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>Sequential Mathematics, Course I (last administered January 2002)</b> |              |      |      |                            |      |      |
| Number Tested  | 54           | 44   | 0    | 0                          | 0    | 0    |
| Number Scoring 55–100  | 54           | 44   | 0    | 0                          | 0    | 0    |
| Number Scoring 65–100  | 54           | 44   | 0    | 0                          | 0    | 0    |
| Number Scoring 85–100  | 54           | 44   | 0    | 0                          | 0    | 0    |
| Percentage of Tested Scoring 55–100                                      | 100%         | 100% | 0%   | 0%                         | 0%   | 0%   |
| Percentage of Tested Scoring 65–100                                      | 100%         | 100% | 0%   | 0%                         | 0%   | 0%   |
| Percentage of Tested Scoring 85–100                                      | 100%         | 100% | 0%   | 0%                         | 0%   | 0%   |
| <b>Mathematics A</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 Studies (last administered January 2000)</b>                   |              |      |      |                            |      |      |
| Number Tested  | 0            |      |      | 0                          |      |      |
| Number Scoring 55–100  | 0            |      |      | 0                          |      |      |
| Number Scoring 65–100  | 0            |      |      | 0                          |      |      |
| Number Scoring 85–100  | 0            |      |      | 0                          |      |      |
| Percentage of Tested Scoring 55–100                                      | 0%           |      |      | 0%                         |      |      |
| Percentage of Tested Scoring 65–100                                      | 0%           |      |      | 0%                         |      |      |
| Percentage of Tested Scoring 85–100                                      | 0%           |      |      | 0%                         |      |      |
| <b>Global History and Geography (first administered June 2000)</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 – F)

# Regents Examinations

|  | All Students |      |      | Students with Disabilities |      |      |
|--|--------------|------|------|----------------------------|------|------|
|  | 2000         | 2001 | 2002 | 2000                       | 2001 | 2002 |
| <b>U.S. History and Government (last administered January 2001)</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%   |      |
| <b>U.S. History and Government (first administered June 2001)</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%   |
| <b>Living Environment (first administered June 2001)</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%   |
| <b>Physical Setting/Earth Science (first administered June 2001)</b> |              |      |      |                            |      |      |
| Number Tested  |              | 54   | 81   |                            | 0    | 0    |
| Number Scoring 55–100  |              | 54   | 81   |                            | 0    | 0    |
| Number Scoring 65–100  |              | 54   | 81   |                            | 0    | 0    |
| Number Scoring 85–100  |              | 51   | 81   |                            | 0    | 0    |
| Percentage of Tested Scoring 55–100                                  |              | 100% | 100% |                            | 0%   | 0%   |
| Percentage of Tested Scoring 65–100                                  |              | 100% | 100% |                            | 0%   | 0%   |
| Percentage of Tested Scoring 85–100                                  |              | 94%  | 100% |                            | 0%   | 0%   |

(Form – G)

# Average Grade Enrollment

## All Students

| Year | Grade 9 Enrollment (June) | Grade 10 Enrollment (June) | Grade 11 Enrollment (June) | Grade 12 Enrollment (June) | AGE* |
|------|---------------------------|----------------------------|----------------------------|----------------------------|------|
| 2000 | 0                         | 0                          | 0                          | 0                          | 251  |
| 2001 | 0                         | 0                          | 0                          | 0                          | 201  |
| 2002 | 0                         | 0                          | 0                          | 0                          | 227  |

\*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

## Students with Disabilities

| Year | Grade 9 Enrollment (June) | Grade 10 Enrollment (June) | Grade 11 Enrollment (June) | Grade 12 Enrollment (June) | AGE* |
|------|---------------------------|----------------------------|----------------------------|----------------------------|------|
| 2000 | 0                         | 0                          | 0                          | 0                          | 40   |
| 2001 | 0                         | 0                          | 0                          | 0                          | 27   |
| 2002 | 0                         | 0                          | 0                          | 0                          | 31   |

\*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

# Introduction to Occupations Examination

|                            | 1999–2000  |           | 2000–2001  |           | 2001–2002  |           |
|----------------------------|------------|-----------|------------|-----------|------------|-----------|
|                            | No. Tested | % Passing | No. Tested | % Passing | No. Tested | % Passing |
| General-Education Students | 0          | 0%        | 0          | 0%        | 0          | 0%        |
| Students with Disabilities | 0          | 0%        | 0          | 0%        | 0          | 0%        |

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

## Elementary-Level Social Studies

|                 |                            | Number Tested | % at Level 1 | % at Level 2 | % at Level 3 | % at Level 4 |
|-----------------|----------------------------|---------------|--------------|--------------|--------------|--------------|
| <b>Nov 2001</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

|                  |                            | Number Tested | % at Level 1 | % at Level 2 | % at Level 3 | % at Level 4 |
|------------------|----------------------------|---------------|--------------|--------------|--------------|--------------|
| <b>June 2002</b> | General-Education Students | 195           | 0%           | 0%           | 58%          | 42%          |
|                  | Students with Disabilities | 31            | 0%           | 13%          | 81%          | 6%           |
|                  | All Students               | 226           | 0%           | 2%           | 61%          | 37%          |

(Form – N)

## New York State Alternate Assessments (NYSAA) 2001–2002

| Test                                   | Count of Students |            |         |         |         |         |
|--|-------------------|------------|---------|---------|---------|---------|
|  | Tested            | Not Tested | Level 1 | Level 2 | Level 3 | Level 4 |
| <b>Elementary Level</b>                |                   |            |         |         |         |         |
| English Language Arts                  | 0                 | 0          | 0       | 0       | 0       | 0       |
| Mathematics, Science, & Technology     | 0                 | 0          | 0       | 0       | 0       | 0       |
| Health, Phys. Ed., & Fam. & Cons. Sci. | 0                 | 0          | 0       | 0       | 0       | 0       |
| Social Studies                         | 0                 | 0          | 0       | 0       | 0       | 0       |
| Career Dev. & Occ. Studies (optional)  | 0                 | 0          | 0       | 0       | 0       | 0       |
| The Arts (optional)                    | 0                 | 0          | 0       | 0       | 0       | 0       |
| <b>Middle Level</b>                    |                   |            |         |         |         |         |
| English Language Arts                  | 1                 | 0          | #       | #       | #       | #       |
| Mathematics, Science, & Technology     | 1                 | 0          | #       | #       | #       | #       |
| Health, Phys. Ed., & Fam. & Cons. Sci. | 1                 | 0          | #       | #       | #       | #       |
| Social Studies                         | 1                 | 0          | #       | #       | #       | #       |
| Career Dev. & Occ. Studies (optional)  | 0                 | 0          | 0       | 0       | 0       | 0       |
| The Arts (optional)                    | 0                 | 0          | 0       | 0       | 0       | 0       |
| <b>Secondary Level</b>                 |                   |            |         |         |         |         |
| English Language Arts                  | 0                 | 0          | 0       | 0       | 0       | 0       |
| Mathematics, Science, & Technology     | 0                 | 0          | 0       | 0       | 0       | 0       |
| Health, Phys. Ed., & Fam. & Cons. Sci. | 0                 | 0          | 0       | 0       | 0       | 0       |
| Social Studies                         | 0                 | 0          | 0       | 0       | 0       | 0       |
| Career Dev. & Occ. Studies (optional)  | 0                 | 0          | 0       | 0       | 0       | 0       |
| The Arts (optional)                    | 0                 | 0          | 0       | 0       | 0       | 0       |

### 1998 Cohort Performance on Regents Examinations after Four Years

|                       | General-Education Students |                      | Students with Disabilities |                      | All Students               |                      |
|-----------------------|----------------------------|----------------------|----------------------------|----------------------|----------------------------|----------------------|
|                       | Global History & Geography | U.S. History & Gov't | Global History & Geography | U.S. History & Gov't | Global History & Geography | U.S. History & Gov't |
| Cohort Enrollment     | 0                          | 0                    | 0                          | 0                    | 0                          | 0                    |
| Number Scoring 55–64  | 0                          | 0                    | 0                          | 0                    | 0                          | 0                    |
| Number Scoring 65–84  | 0                          | 0                    | 0                          | 0                    | 0                          | 0                    |
| Number Scoring 85–100 | 0                          | 0                    | 0                          | 0                    | 0                          | 0                    |
| Approved Alternatives | 0                          | 0                    | 0                          | 0                    | 0                          | 0                    |

### 1999 Cohort Performance on Regents Examinations in Science after Three Years

|                       | General-Education Students | Students with Disabilities | All Students |
|-----------------------|----------------------------|----------------------------|--------------|
| Cohort Enrollment     | 0                          | 0                          | 0            |
| Number Scoring 55–64  | 0                          | 0                          | 0            |
| Number Scoring 65–84  | 0                          | 0                          | 0            |
| Number Scoring 85–100 | 0                          | 0                          | 0            |
| Approved Alternatives | 0                          | 0                          | 0            |

(Form – O)