

# New York State School Report Card Comprehensive Information Report

BEDS Code: 13-13-01-04-0002  
 Name: Stissing Mountain High School  
 Principal: John Howe

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	142	123	0
Eighth	119	139	0
Ninth	122	117	113
Tenth	112	122	115
Eleventh	103	101	126
Twelfth	100	97	101
Ungraded Secondary	18	20	19
Total K-12 Enrollment	716	719	474

## 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	10	1.4%	4	0.6%	1	0.2%
Black (Not Hispanic)	22	3.1%	15	2.1%	16	3.4%
Hispanic	5	0.7%	5	0.7%	9	1.9%
White (Not Hispanic)	679	94.8%	695	96.7%	448	94.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	21	0
Mathematics Grade 8	19	18	0
Science Grade 8	19	23	0
Social Studies Grade 8	22	19	0
English Grade 10	20	20	21
Mathematics Grade 10	21	20	0
Science Grade 10	21	26	18
Social Studies Grade 10	18	24	19

(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
51	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 higher 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%	1	0.1%	4	0.8%
Eligible for Free Lunch	113	15.8%	78	10.9%	86	18.1%

### 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		96.0%		96.0%		93.1%
Student Suspensions	39	5.6%	85	11.9%	25	3.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.5%	7.1%	7.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	98%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	32
Total Other Professional Staff	3
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	86	53	62%	79	42	53%	74	73	99%
Students with Disabilities	9	1	11%	5	0	0%	8	8	100%
All Students	95	54	57%	84	42	50%	82	81	99%

\*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	23	43	2	2	11	1
Percent	28%	52%	2%	2%	13%	1%

## 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)
8	8	5	13

\*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			12		17	
	Entered GED Program*			11		5	
	Total Noncompleters			23		22	
Students with Disabilities	Dropped Out			2		1	
	Entered GED Program*			0		1	
	Total Noncompleters			2		2	
All Students	Dropped Out	5	1.1%	14	3.1%	18	3.8%
	Entered GED Program*	11	2.5%	11	2.4%	6	1.3%
	Total Noncompleters	16	3.6%	25	5.6%	24	5.1%

\*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	19	84%	17	76%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	53	77%	57	68%	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%	0	0%	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	100%	19	84%	18	83%
Science	8	62%	8	50%	8	50%
Reading	6	83%	2	#	15	80%
Writing	9	100%	19	74%	17	65%
Global Studies	1	#	2	#	5	80%
U.S. Hist & Gov't	1	#	4	#	9	44%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	88	89	107	5	6	8
Number Scoring 55–100	88	87	103	5	6	5
Number Scoring 65–100	88	83	97	5	6	3
Number Scoring 85–100	26	27	34	0	1	0
Percentage of Tested Scoring 55–100	100%	98%	96%	100%	100%	62%
Percentage of Tested Scoring 65–100	100%	93%	91%	100%	100%	38%
Percentage of Tested Scoring 85–100	30%	30%	32%	0%	17%	0%
<b>Mathematics A</b>						
Number Tested	0	0	92	0	0	3
Number Scoring 55–100	0	0	91	0	0	#
Number Scoring 65–100	0	0	79	0	0	#
Number Scoring 85–100	0	0	15	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	86%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	16%	0%	0%	#
<b>Mathematics B (first administered June 2001)</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	96	122	92	14	11	8
Number Scoring 55–100	96	120	90	14	11	8
Number Scoring 65–100	88	101	83	12	5	5
Number Scoring 85–100	17	23	45	0	0	0
Percentage of Tested Scoring 55–100	100%	98%	98%	100%	100%	100%
Percentage of Tested Scoring 65–100	92%	83%	90%	86%	45%	62%
Percentage of Tested Scoring 85–100	18%	19%	49%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	94	89	114	5	8	11
Number Scoring 55–100	93	84	112	5	7	10
Number Scoring 65–100	88	76	109	4	6	8
Number Scoring 85–100	39	24	41	0	0	0
Percentage of Tested Scoring 55–100	99%	94%	98%	100%	88%	91%
Percentage of Tested Scoring 65–100	94%	85%	96%	80%	75%	73%
Percentage of Tested Scoring 85–100	41%	27%	36%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	91	79	69	8	1	0
Number Scoring 55–100	90	78	69	7	#	0
Number Scoring 65–100	89	77	69	7	#	0
Number Scoring 85–100	26	18	23	0	#	0
Percentage of Tested Scoring 55–100	99%	99%	100%	88%	#	0%
Percentage of Tested Scoring 65–100	98%	97%	100%	88%	#	0%
Percentage of Tested Scoring 85–100	29%	23%	33%	0%	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	74	102	79	0	10	6
Number Scoring 55–100	71	94	77	0	8	4
Number Scoring 65–100	68	84	71	0	5	2
Number Scoring 85–100	29	24	26	0	0	0
Percentage of Tested Scoring 55–100	96%	92%	97%	0%	80%	67%
Percentage of Tested Scoring 65–100	92%	82%	90%	0%	50%	33%
Percentage of Tested Scoring 85–100	39%	24%	33%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		45	49		0	0
Number Scoring 55–100		44	46		0	0
Number Scoring 65–100		34	34		0	0
Number Scoring 85–100		3	4		0	0
Percentage of Tested Scoring 55–100		98%	94%		0%	0%
Percentage of Tested Scoring 65–100		76%	69%		0%	0%
Percentage of Tested Scoring 85–100		7%	8%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	11	14	26	0	0	1
Number Scoring 55–100	11	14	26	0	0	#
Number Scoring 65–100	11	14	25	0	0	#
Number Scoring 85–100	7	8	16	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	96%	0%	0%	#
Percentage of Tested Scoring 85–100	64%	57%	62%	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	24	45	38	0	0	1
Number Scoring 55–100	24	44	37	0	0	#
Number Scoring 65–100	24	44	37	0	0	#
Number Scoring 85–100	9	19	24	0	0	#
Percentage of Tested Scoring 55–100	100%	98%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	98%	97%	0%	0%	#
Percentage of Tested Scoring 85–100	38%	42%	63%	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)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	80	89	1	2	2	0
Number Scoring 55–100	70	74	#	#	#	0
Number Scoring 65–100	57	65	#	#	#	0
Number Scoring 85–100	26	16	#	#	#	0
Percentage of Tested Scoring 55–100	88%	83%	#	#	#	0%
Percentage of Tested Scoring 65–100	71%	73%	#	#	#	0%
Percentage of Tested Scoring 85–100	33%	18%	#	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	31	48	49	0	0	1
Number Scoring 55–100	28	42	43	0	0	#
Number Scoring 65–100	28	41	39	0	0	#
Number Scoring 85–100	8	22	20	0	0	#
Percentage of Tested Scoring 55–100	90%	88%	88%	0%	0%	#
Percentage of Tested Scoring 65–100	90%	85%	80%	0%	0%	#
Percentage of Tested Scoring 85–100	26%	46%	41%	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	25	100%	10	100%	1	#
Students with Disabilities	1	#	2	#	3	#

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
<b>Nov 2002</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 2003</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	89	89	89	13	13	13	102	102	102
Number Scoring 55–64	6	5	1	1	1	0	7	6	1
Number Scoring 65–84	58	48	45	7	6	2	65	54	47
Number Scoring 85–100	14	21	23	0	0	0	14	21	23
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)