

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-53-07-0005
 Name: Sanford H. Calhoun High School
 Principal: David Seinfeld

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	296	295	339
Tenth	310	289	294
Eleventh	267	297	288
Twelfth	271	260	287
Ungraded Secondary	46	40	32
Total K-12 Enrollment	1190	1181	1240

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	66	5.5%	54	4.6%	61	4.9%
Black (Not Hispanic)	13	1.1%	13	1.1%	13	1.0%
Hispanic	50	4.2%	54	4.6%	52	4.2%
White (Not Hispanic)	1061	89.2%	1060	89.8%	1114	89.8%

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	22	23	23
Mathematics Grade 10	23	22	20
Science Grade 10	24	19	19
Social Studies Grade 10	24	24	22

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low 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	34	2.9%	25	2.1%	27	2.2%
Eligible for Free Lunch	9	0.8%	7	0.6%	17	1.4%

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		94.2%		94.0%		94.2%
Student Suspensions	46	4.0%	52	4.4%	71	6.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.1%	0.1%	0.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	106%	98%	99%

Staff Counts

Staff	2002–2003
Total Teachers	79
Total Other Professional Staff	19
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	236	187	79%	216	197	91%	239	219	92%
Students with Disabilities	33	8	24%	42	17	40%	32	19	59%
All Students	269	195	72%	258	214	83%	271	238	88%

*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	197	55	3	2	12	2
Percent	73%	20%	1%	1%	4%	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)
32	19	3	35

*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			52		4	
	Entered GED Program*			0		1	
	Total Noncompleters			52		5	
Students with Disabilities	Dropped Out			9		0	
	Entered GED Program*			0		1	
	Total Noncompleters			9		1	
All Students	Dropped Out	10	0.8%	61	5.2%	4	0.3%
	Entered GED Program*	12	1.0%	0	0.0%	2	0.2%
	Total Noncompleters	22	1.8%	61	5.2%	6	0.5%

*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		199	1040
	Number of Students with Disabilities		0	168
	Number of All Students		199	1208
	Percent of Enrollment		17%	97%

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%	0	0%	1	#
Science	0	0%	0	0%	1	#
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%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	40	90%	5	100%	4	#
Science	6	33%	7	100%	6	83%
Reading	3	#	5	80%	10	80%
Writing	3	#	4	#	3	#
Global Studies	11	36%	8	75%	3	#
U.S. Hist & Gov't	11	82%	2	#	8	88%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	289	283	288	38	36	44
Number Scoring 55–100	279	277	277	35	31	37
Number Scoring 65–100	263	270	268	27	28	31
Number Scoring 85–100	114	154	138	5	4	3
Percentage of Tested Scoring 55–100	97%	98%	96%	92%	86%	84%
Percentage of Tested Scoring 65–100	91%	95%	93%	71%	78%	70%
Percentage of Tested Scoring 85–100	39%	54%	48%	13%	11%	7%
Mathematics A						
Number Tested	0	343	339	0	35	41
Number Scoring 55–100	0	324	314	0	31	28
Number Scoring 65–100	0	308	294	0	30	25
Number Scoring 85–100	0	167	155	0	9	5
Percentage of Tested Scoring 55–100	0%	94%	93%	0%	89%	68%
Percentage of Tested Scoring 65–100	0%	90%	87%	0%	86%	61%
Percentage of Tested Scoring 85–100	0%	49%	46%	0%	26%	12%
Mathematics B (first administered June 2001)						
Number Tested	0	0	247	0	0	18
Number Scoring 55–100	0	0	223	0	0	14
Number Scoring 65–100	0	0	207	0	0	12
Number Scoring 85–100	0	0	72	0	0	3
Percentage of Tested Scoring 55–100	0%	0%	90%	0%	0%	78%
Percentage of Tested Scoring 65–100	0%	0%	84%	0%	0%	67%
Percentage of Tested Scoring 85–100	0%	0%	29%	0%	0%	17%
Global History and Geography						
Number Tested	304	295	291	39	46	27
Number Scoring 55–100	291	289	284	32	40	26
Number Scoring 65–100	283	279	274	28	36	24
Number Scoring 85–100	145	114	143	5	7	11
Percentage of Tested Scoring 55–100	96%	98%	98%	82%	87%	96%
Percentage of Tested Scoring 65–100	93%	95%	94%	72%	78%	89%
Percentage of Tested Scoring 85–100	48%	39%	49%	13%	15%	41%
U.S. History and Government (first administered June 2001)						
Number Tested	267	283	300	41	37	45
Number Scoring 55–100	251	273	295	31	30	41
Number Scoring 65–100	237	267	283	23	26	35
Number Scoring 85–100	138	111	145	7	2	6
Percentage of Tested Scoring 55–100	94%	96%	98%	76%	81%	91%
Percentage of Tested Scoring 65–100	89%	94%	94%	56%	70%	78%
Percentage of Tested Scoring 85–100	52%	39%	48%	17%	5%	13%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	285	295	293	37	43	29
Number Scoring 55–100	282	293	290	34	41	26
Number Scoring 65–100	269	289	283	25	39	24
Number Scoring 85–100	76	96	116	0	1	1
Percentage of Tested Scoring 55–100	99%	99%	99%	92%	95%	90%
Percentage of Tested Scoring 65–100	94%	98%	97%	68%	91%	83%
Percentage of Tested Scoring 85–100	27%	33%	40%	0%	2%	3%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	216	208	213	48	35	19
Number Scoring 55–100	197	207	209	33	34	17
Number Scoring 65–100	174	201	202	26	30	15
Number Scoring 85–100	71	77	101	5	4	6
Percentage of Tested Scoring 55–100	91%	100%	98%	69%	97%	89%
Percentage of Tested Scoring 65–100	81%	97%	95%	54%	86%	79%
Percentage of Tested Scoring 85–100	33%	37%	47%	10%	11%	32%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		225	285		15	22
Number Scoring 55–100		220	272		14	19
Number Scoring 65–100		184	228		9	15
Number Scoring 85–100		20	67		0	1
Percentage of Tested Scoring 55–100		98%	95%		93%	86%
Percentage of Tested Scoring 65–100		82%	80%		60%	68%
Percentage of Tested Scoring 85–100		9%	24%		0%	5%
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	24	26	30	0	0	2
Number Scoring 55–100	24	26	30	0	0	#
Number Scoring 65–100	24	25	30	0	0	#
Number Scoring 85–100	10	11	20	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	96%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	42%	42%	67%	0%	0%	#
Comprehensive Italian						
Number Tested	40	36	33	0	0	0
Number Scoring 55–100	40	36	33	0	0	0
Number Scoring 65–100	40	35	33	0	0	0
Number Scoring 85–100	34	21	20	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	85%	58%	61%	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	178	159	204	4	7	12
Number Scoring 55–100	178	155	195	#	7	10
Number Scoring 65–100	173	151	187	#	7	10
Number Scoring 85–100	126	92	131	#	2	3
Percentage of Tested Scoring 55–100	100%	97%	96%	#	100%	83%
Percentage of Tested Scoring 65–100	97%	95%	92%	#	100%	83%
Percentage of Tested Scoring 85–100	71%	58%	64%	#	29%	25%
Comprehensive Latin						
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
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	293	56	5	25	21	1
Number Scoring 55–100	268	40	2	16	15	#
Number Scoring 65–100	256	32	1	14	12	#
Number Scoring 85–100	146	3	0	5	2	#
Percentage of Tested Scoring 55–100	91%	71%	40%	64%	71%	#
Percentage of Tested Scoring 65–100	87%	57%	20%	56%	57%	#
Percentage of Tested Scoring 85–100	50%	5%	0%	20%	10%	#
Sequential Mathematics, Course III						
Number Tested	213	230	11	12	9	2
Number Scoring 55–100	197	219	9	12	6	#
Number Scoring 65–100	189	213	8	12	4	#
Number Scoring 85–100	102	117	0	3	0	#
Percentage of Tested Scoring 55–100	92%	95%	82%	100%	67%	#
Percentage of Tested Scoring 65–100	89%	93%	73%	100%	44%	#
Percentage of Tested Scoring 85–100	48%	51%	0%	25%	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	11	100%	14	0%	14	100%
Students with Disabilities	9	100%	14	0%	10	90%

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	241	241	241	43	43	43	284	284	284
Number Scoring 55–64	1	2	0	2	2	2	3	4	2
Number Scoring 65–84	103	123	103	23	26	31	126	149	134
Number Scoring 85–100	135	110	135	6	2	2	141	112	137
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)