

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-05-06-0019

Grade Range : 9-12

Name: Sachem High School

Principal: James Nolan

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	1036	1079	1197
Tenth	1053	1033	1070
Eleventh	957	1019	1021
Twelfth	881	951	1015
Ungraded Secondary	226	219	222
Total K-12 Enrollment	4153	4301	4525

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	131	3.2%	158	3.7%	155	3.4%
Black (Not Hispanic)	45	1.1%	45	1.0%	47	1.0%
Hispanic	203	4.9%	216	5.0%	257	5.7%
White (Not Hispanic)	3774	90.9%	3882	90.3%	4066	89.9%

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	24	23	22
Mathematics Grade 10	24	24	21
Science Grade 10	23	24	25
Social Studies Grade 10	23	24	23

(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
49	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 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	39	0.9%	51	1.2%	50	1.1%
Eligible for Free Lunch	154	3.7%	154	3.6%	163	3.6%

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		94.6%		94.7%		95.5%
Student Suspensions	295	7.3%	308	7.4%	780	18.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.7%	2.7%	2.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	105%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	349
Total Other Professional Staff	51
Total Paraprofessionals	NA
Teaching Out of Certification*	11
Teachers with Temporary Licenses	4

*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	775	470	61%	831	574	69%	970	620	64%
Students with Disabilities	90	6	7%	79	21	27%	64	7	11%
All Students	865	476	55%	910	595	65%	1034	627	61%

*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	516	381	17	15	78	27
Percent	50%	37%	2%	1%	8%	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)
64	7	8	72

*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			48		67	
	Entered GED Program*			0		0	
	Total Noncompleters			48		67	
Students with Disabilities	Dropped Out			6		17	
	Entered GED Program*			0		0	
	Total Noncompleters			6		17	
All Students	Dropped Out	72	1.7%	54	1.3%	84	1.9%
	Entered GED Program*	14	0.3%	0	0.0%	0	0.0%
	Total Noncompleters	86	2.1%	54	1.3%	84	1.9%

*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		4043	3862
	Number of Students with Disabilities		258	227
	Number of All Students		4301	4089
	Percent of Enrollment		100%	90%

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%	52	100%
German	0	0%	0	0%	0	0%
Italian	110	76%	116	83%	168	96%
Latin	0	0%	0	0%	0	0%
Spanish	314	92%	341	94%	686	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	9	56%	2	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	27	78%	3	#	3	#

(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	16	75%	8	62%	32	91%
Science	36	64%	24	67%	31	68%
Reading	4	#	13	69%	21	86%
Writing	4	#	16	62%	19	74%
Global Studies	30	63%	15	47%	31	81%
U.S. Hist & Gov't	61	67%	11	91%	16	81%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	94	65%	63	79%	97	84%
Science	51	49%	47	51%	81	54%
Reading	48	79%	45	80%	70	80%
Writing	44	70%	53	72%	77	78%
Global Studies	51	51%	48	46%	85	64%
U.S. Hist & Gov't	60	73%	22	82%	46	67%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	1019	1083	1061	122	98	101
Number Scoring 55–100	934	997	959	76	54	45
Number Scoring 65–100	782	919	907	38	35	33
Number Scoring 85–100	222	441	398	1	1	1
Percentage of Tested Scoring 55–100	92%	92%	90%	62%	55%	45%
Percentage of Tested Scoring 65–100	77%	85%	85%	31%	36%	33%
Percentage of Tested Scoring 85–100	22%	41%	38%	1%	1%	1%
Mathematics A						
Number Tested	0	946	1433	0	48	90
Number Scoring 55–100	0	763	1190	0	16	36
Number Scoring 65–100	0	653	1049	0	7	21
Number Scoring 85–100	0	217	289	0	0	1
Percentage of Tested Scoring 55–100	0%	81%	83%	0%	33%	40%
Percentage of Tested Scoring 65–100	0%	69%	73%	0%	15%	23%
Percentage of Tested Scoring 85–100	0%	23%	20%	0%	0%	1%
Mathematics B (first administered June 2001)						
Number Tested	0	0	252	0	0	0
Number Scoring 55–100	0	0	245	0	0	0
Number Scoring 65–100	0	0	228	0	0	0
Number Scoring 85–100	0	0	67	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	27%	0%	0%	0%
Global History and Geography						
Number Tested	1064	1129	1170	120	108	85
Number Scoring 55–100	1015	1046	1052	104	78	52
Number Scoring 65–100	967	928	961	95	44	36
Number Scoring 85–100	401	283	376	13	2	2
Percentage of Tested Scoring 55–100	95%	93%	90%	87%	72%	61%
Percentage of Tested Scoring 65–100	91%	82%	82%	79%	41%	42%
Percentage of Tested Scoring 85–100	38%	25%	32%	11%	2%	2%
U.S. History and Government (first administered June 2001)						
Number Tested	866	1126	1123	66	100	98
Number Scoring 55–100	780	1023	1071	49	68	74
Number Scoring 65–100	679	848	1004	34	35	56
Number Scoring 85–100	285	200	488	10	2	7
Percentage of Tested Scoring 55–100	90%	91%	95%	74%	68%	76%
Percentage of Tested Scoring 65–100	78%	75%	89%	52%	35%	57%
Percentage of Tested Scoring 85–100	33%	18%	43%	15%	2%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	952	866	1261	134	76	86
Number Scoring 55–100	939	853	1216	126	68	66
Number Scoring 65–100	893	819	1125	104	57	52
Number Scoring 85–100	144	184	311	11	6	3
Percentage of Tested Scoring 55–100	99%	98%	96%	94%	89%	77%
Percentage of Tested Scoring 65–100	94%	95%	89%	78%	75%	60%
Percentage of Tested Scoring 85–100	15%	21%	25%	8%	8%	3%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	752	977	1210	129	121	92
Number Scoring 55–100	678	912	1098	98	100	65
Number Scoring 65–100	608	789	994	71	62	47
Number Scoring 85–100	248	272	430	9	2	7
Percentage of Tested Scoring 55–100	90%	93%	91%	76%	83%	71%
Percentage of Tested Scoring 65–100	81%	81%	82%	55%	51%	51%
Percentage of Tested Scoring 85–100	33%	28%	36%	7%	2%	8%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		795	888		18	20
Number Scoring 55–100		747	812		14	15
Number Scoring 65–100		543	598		6	6
Number Scoring 85–100		52	67		0	0
Percentage of Tested Scoring 55–100		94%	91%		78%	75%
Percentage of Tested Scoring 65–100		68%	67%		33%	30%
Percentage of Tested Scoring 85–100		7%	8%		0%	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	54	40	50	0	1	1
Number Scoring 55–100	53	40	50	0	#	#
Number Scoring 65–100	51	40	50	0	#	#
Number Scoring 85–100	35	23	41	0	#	#
Percentage of Tested Scoring 55–100	98%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	94%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	65%	57%	82%	0%	#	#
Comprehensive Italian						
Number Tested	161	147	170	4	0	0
Number Scoring 55–100	161	140	168	#	0	0
Number Scoring 65–100	160	130	163	#	0	0
Number Scoring 85–100	99	49	82	#	0	0
Percentage of Tested Scoring 55–100	100%	95%	99%	#	0%	0%
Percentage of Tested Scoring 65–100	99%	88%	96%	#	0%	0%
Percentage of Tested Scoring 85–100	61%	33%	48%	#	0%	0%
Comprehensive German						
Number Tested	22	23	23	0	0	0
Number Scoring 55–100	22	23	22	0	0	0
Number Scoring 65–100	14	23	20	0	0	0
Number Scoring 85–100	1	11	10	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	64%	100%	87%	0%	0%	0%
Percentage of Tested Scoring 85–100	5%	48%	43%	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	489	542	523	19	3	2
Number Scoring 55–100	483	535	520	19	#	#
Number Scoring 65–100	480	527	515	19	#	#
Number Scoring 85–100	316	354	357	9	#	#
Percentage of Tested Scoring 55–100	99%	99%	99%	100%	#	#
Percentage of Tested Scoring 65–100	98%	97%	98%	100%	#	#
Percentage of Tested Scoring 85–100	65%	65%	68%	47%	#	#
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	1036	728	160	86	61	16
Number Scoring 55–100	913	554	113	63	36	8
Number Scoring 65–100	836	445	88	52	23	6
Number Scoring 85–100	450	79	9	12	2	1
Percentage of Tested Scoring 55–100	88%	76%	71%	73%	59%	50%
Percentage of Tested Scoring 65–100	81%	61%	55%	60%	38%	38%
Percentage of Tested Scoring 85–100	43%	11%	6%	14%	3%	6%
Sequential Mathematics, Course III						
Number Tested	901	873	501	40	27	24
Number Scoring 55–100	766	787	377	31	22	15
Number Scoring 65–100	685	728	310	25	16	7
Number Scoring 85–100	320	343	79	5	8	1
Percentage of Tested Scoring 55–100	85%	90%	75%	78%	81%	62%
Percentage of Tested Scoring 65–100	76%	83%	62%	62%	59%	29%
Percentage of Tested Scoring 85–100	36%	39%	16%	12%	30%	4%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	192	99%	34	100%	218	94%
Students with Disabilities	3	#	2	#	17	88%

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	8	0	0	1	2	5
Social Studies	8	0	1	0	2	5
Mathematics	8	0	0	1	3	4
Science	8	0	1	0	6	1

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	974	974	974	72	72	72	1046	1046	1046
Number Scoring 55–64	44	105	31	12	14	6	56	119	37
Number Scoring 65–84	497	632	521	40	25	43	537	657	564
Number Scoring 85–100	395	194	393	1	2	5	396	196	398
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)