

# New York State School Report Card Comprehensive Information Report

BEDS Code: 65-12-01-06-0003

Grade Range : 9-12

Name: Sodus High School

Principal: Alan Autovino

## 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	136	0	0
Eighth	120	0	0
Ninth	162	136	146
Tenth	119	108	109
Eleventh	112	110	106
Twelfth	92	104	108
Ungraded Secondary	0	0	0
Total K-12 Enrollment	741	458	469

## 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	9	1.2%	4	0.9%	5	1.1%
Black (Not Hispanic)	109	14.7%	60	13.1%	70	14.9%
Hispanic	16	2.2%	16	3.5%	13	2.8%
White (Not Hispanic)	607	81.9%	378	82.5%	381	81.2%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	10	14	0
Mathematics Grade 8	24	0	0
Science Grade 8	23	20	0
Social Studies Grade 8	22	18	0
English Grade 10	25	24	16
Mathematics Grade 10	18	21	0
Science Grade 10	19	0	20
Social Studies Grade 10	23	22	23

(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	7	0.9%	15	3.3%	3	0.6%
Eligible for Free Lunch	236	31.9%	68	14.8%	81	17.3%

### 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		95.2%		93.0%		92.5%
Student Suspensions	130	18.3%	118	15.9%	117	25.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.6%	7.4%	5.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	89%	92%	95%

### Staff Counts

Staff	2002–2003
Total Teachers	47
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	4
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	58	38	66%	76	54	71%	83	58	70%
Students with Disabilities	10	1	10%	9	2	22%	6	0	0%
All Students	68	39	57%	85	56	66%	89	58	65%

\*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	33	43	1	7	4	1
Percent	37%	48%	1%	8%	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)
6	0	3	9

\*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			19		8	
	Entered GED Program*			8		2	
	Total Noncompleters			27		10	
Students with Disabilities	Dropped Out			2		2	
	Entered GED Program*			0		0	
	Total Noncompleters			2		2	
All Students	Dropped Out	19	3.9%	21	4.6%	10	2.1%
	Entered GED Program*	5	1.0%	8	1.7%	2	0.4%
	Total Noncompleters	24	4.9%	29	6.3%	12	2.6%

\*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		167	378
	Number of Students with Disabilities		43	91
	Number of All Students		210	469
	Percent of Enrollment		46%	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	11	82%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	60	83%	1	#	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	2	#	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%	1	#	0	0%
Science	1	#	1	#	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	2	#	1	#	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	45%	27	48%	22	45%
Science	5	40%	7	29%	7	43%
Reading	1	#	0	0%	20	50%
Writing	1	#	3	#	9	44%
Global Studies	2	#	10	20%	12	17%
U.S. Hist & Gov't	3	#	2	#	15	20%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	99	98	114	10	8	18
Number Scoring 55–100	96	92	105	8	6	12
Number Scoring 65–100	90	85	99	4	5	10
Number Scoring 85–100	35	40	46	0	0	3
Percentage of Tested Scoring 55–100	97%	94%	92%	80%	75%	67%
Percentage of Tested Scoring 65–100	91%	87%	87%	40%	62%	56%
Percentage of Tested Scoring 85–100	35%	41%	40%	0%	0%	17%
<b>Mathematics A</b>						
Number Tested	72	69	179	15	11	20
Number Scoring 55–100	34	18	132	5	0	9
Number Scoring 65–100	22	10	106	3	0	5
Number Scoring 85–100	2	0	20	0	0	0
Percentage of Tested Scoring 55–100	47%	26%	74%	33%	0%	45%
Percentage of Tested Scoring 65–100	31%	14%	59%	20%	0%	25%
Percentage of Tested Scoring 85–100	3%	0%	11%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	14	0	0	1
Number Scoring 55–100	0	0	5	0	0	#
Number Scoring 65–100	0	0	4	0	0	#
Number Scoring 85–100	0	0	0	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	36%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	29%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	111	110	110	10	24	12
Number Scoring 55–100	106	96	86	7	12	6
Number Scoring 65–100	97	70	73	6	7	4
Number Scoring 85–100	34	23	21	3	1	0
Percentage of Tested Scoring 55–100	95%	87%	78%	70%	50%	50%
Percentage of Tested Scoring 65–100	87%	64%	66%	60%	29%	33%
Percentage of Tested Scoring 85–100	31%	21%	19%	30%	4%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	41	112	110	1	8	19
Number Scoring 55–100	34	103	95	#	5	12
Number Scoring 65–100	29	92	89	#	4	8
Number Scoring 85–100	9	39	33	#	1	2
Percentage of Tested Scoring 55–100	83%	92%	86%	#	62%	63%
Percentage of Tested Scoring 65–100	71%	82%	81%	#	50%	42%
Percentage of Tested Scoring 85–100	22%	35%	30%	#	12%	11%

(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	52	189	113	3	37	14
Number Scoring 55–100	51	177	105	#	31	12
Number Scoring 65–100	48	164	101	#	21	10
Number Scoring 85–100	19	21	29	#	0	0
Percentage of Tested Scoring 55–100	98%	94%	93%	#	84%	86%
Percentage of Tested Scoring 65–100	92%	87%	89%	#	57%	71%
Percentage of Tested Scoring 85–100	37%	11%	26%	#	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	65	19	71	16	4	6
Number Scoring 55–100	43	15	61	10	#	4
Number Scoring 65–100	28	7	53	4	#	1
Number Scoring 85–100	5	0	17	0	#	0
Percentage of Tested Scoring 55–100	66%	79%	86%	62%	#	67%
Percentage of Tested Scoring 65–100	43%	37%	75%	25%	#	17%
Percentage of Tested Scoring 85–100	8%	0%	24%	0%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		47	36		0	2
Number Scoring 55–100		44	34		0	#
Number Scoring 65–100		28	26		0	#
Number Scoring 85–100		4	4		0	#
Percentage of Tested Scoring 55–100		94%	94%		0%	#
Percentage of Tested Scoring 65–100		60%	72%		0%	#
Percentage of Tested Scoring 85–100		9%	11%		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	23	14	7	0	0	0
Number Scoring 55–100	19	10	5	0	0	0
Number Scoring 65–100	16	9	5	0	0	0
Number Scoring 85–100	4	1	3	0	0	0
Percentage of Tested Scoring 55–100	83%	71%	71%	0%	0%	0%
Percentage of Tested Scoring 65–100	70%	64%	71%	0%	0%	0%
Percentage of Tested Scoring 85–100	17%	7%	43%	0%	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	1	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	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	33	38	39	0	0	1
Number Scoring 55–100	33	37	39	0	0	#
Number Scoring 65–100	31	35	36	0	0	#
Number Scoring 85–100	11	12	20	0	0	#
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	94%	92%	92%	0%	0%	#
Percentage of Tested Scoring 85–100	33%	32%	51%	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	98	48	13	2	3	0
Number Scoring 55–100	85	22	11	#	#	0
Number Scoring 65–100	78	16	11	#	#	0
Number Scoring 85–100	27	7	1	#	#	0
Percentage of Tested Scoring 55–100	87%	46%	85%	#	#	0%
Percentage of Tested Scoring 65–100	80%	33%	85%	#	#	0%
Percentage of Tested Scoring 85–100	28%	15%	8%	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	50	61	24	0	0	0
Number Scoring 55–100	39	55	21	0	0	0
Number Scoring 65–100	33	51	20	0	0	0
Number Scoring 85–100	16	20	7	0	0	0
Percentage of Tested Scoring 55–100	78%	90%	88%	0%	0%	0%
Percentage of Tested Scoring 65–100	66%	84%	83%	0%	0%	0%
Percentage of Tested Scoring 85–100	32%	33%	29%	0%	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	106	100%	70	100%	59	90%
Students with Disabilities	17	88%	19	74%	16	75%

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	88	88	88	11	11	11	99	99	99
Number Scoring 55–64	3	4	6	2	2	3	5	6	9
Number Scoring 65–84	49	45	53	3	2	2	52	47	55
Number Scoring 85–100	35	34	25	1	1	0	36	35	25
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)