

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-21-01-06-0001
 Name: Somers Senior High School
 Principal: Linda Horisk

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	198	192	224
Tenth	168	198	187
Eleventh	182	161	198
Twelfth	162	188	164
Ungraded Secondary	0	0	0
Total K-12 Enrollment	710	739	773

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	21	3.0%	21	2.8%	27	3.5%
Black (Not Hispanic)	10	1.4%	8	1.1%	7	0.9%
Hispanic	8	1.1%	16	2.2%	19	2.5%
White (Not Hispanic)	671	94.5%	694	93.9%	720	93.1%

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	19	18	19
Mathematics Grade 10	20	22	19
Science Grade 10	16	22	18
Social Studies Grade 10	19	20	21

(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	3	0.4%	5	0.7%	8	1.0%
Eligible for Free Lunch	22	3.1%	8	1.1%	14	1.8%

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		94.8%		94.5%		94.9%
Student Suspensions	23	3.4%	35	4.9%	36	4.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.1%	0.7%	0.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	100%	99%

Staff Counts

Staff	2002–2003
Total Teachers	65
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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*

	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	137	118	86%	150	125	83%	148	134	91%
Students with Disabilities	19	3	16%	21	6	29%	16	5	31%
All Students	156	121	78%	171	131	77%	164	139	85%

*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	132	22	1	1	2	6
Percent	80%	13%	1%	1%	1%	4%

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)
16	5	1	17

*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			9		10	
	Entered GED Program*			2		0	
	Total Noncompleters			11		10	
Students with Disabilities	Dropped Out			1		2	
	Entered GED Program*			1		0	
	Total Noncompleters			2		2	
All Students	Dropped Out	4	0.6%	10	1.4%	12	1.6%
	Entered GED Program*	1	0.1%	3	0.4%	0	0.0%
	Total Noncompleters	5	0.7%	13	1.8%	12	1.6%

*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		647	448
	Number of Students with Disabilities		92	98
	Number of All Students		739	546
	Percent of Enrollment		100%	71%

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%	0	0%
Science	0	0%	1	#	0	0%
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	15	93%	9	100%	9	100%
Science	8	88%	0	0%	1	#
Reading	1	#	1	#	5	100%
Writing	1	#	1	#	2	#
Global Studies	3	#	4	#	9	67%
U.S. Hist & Gov't	0	0%	1	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	178	167	197	21	16	32
Number Scoring 55–100	178	163	189	21	14	27
Number Scoring 65–100	177	161	181	20	13	24
Number Scoring 85–100	124	113	109	3	1	4
Percentage of Tested Scoring 55–100	100%	98%	96%	100%	88%	84%
Percentage of Tested Scoring 65–100	99%	96%	92%	95%	81%	75%
Percentage of Tested Scoring 85–100	70%	68%	55%	14%	6%	12%
Mathematics A						
Number Tested	0	10	224	0	0	27
Number Scoring 55–100	0	10	205	0	0	16
Number Scoring 65–100	0	10	193	0	0	15
Number Scoring 85–100	0	1	73	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	92%	0%	0%	59%
Percentage of Tested Scoring 65–100	0%	100%	86%	0%	0%	56%
Percentage of Tested Scoring 85–100	0%	10%	33%	0%	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	171	207	186	19	35	28
Number Scoring 55–100	171	201	174	19	31	19
Number Scoring 65–100	163	190	169	14	29	17
Number Scoring 85–100	82	91	83	2	7	1
Percentage of Tested Scoring 55–100	100%	97%	94%	100%	89%	68%
Percentage of Tested Scoring 65–100	95%	92%	91%	74%	83%	61%
Percentage of Tested Scoring 85–100	48%	44%	45%	11%	20%	4%
U.S. History and Government (first administered June 2001)						
Number Tested	183	158	199	18	12	32
Number Scoring 55–100	172	154	195	15	12	29
Number Scoring 65–100	161	133	190	12	7	28
Number Scoring 85–100	88	49	133	0	0	16
Percentage of Tested Scoring 55–100	94%	97%	98%	83%	100%	91%
Percentage of Tested Scoring 65–100	88%	84%	95%	67%	58%	88%
Percentage of Tested Scoring 85–100	48%	31%	67%	0%	0%	50%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	145	202	202	7	38	25
Number Scoring 55–100	144	201	198	7	37	22
Number Scoring 65–100	142	201	196	6	37	20
Number Scoring 85–100	83	106	110	1	7	0
Percentage of Tested Scoring 55–100	99%	100%	98%	100%	97%	88%
Percentage of Tested Scoring 65–100	98%	100%	97%	86%	97%	80%
Percentage of Tested Scoring 85–100	57%	52%	54%	14%	18%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	152	131	145	29	33	10
Number Scoring 55–100	149	130	145	26	32	10
Number Scoring 65–100	139	129	145	21	31	10
Number Scoring 85–100	66	66	102	3	10	7
Percentage of Tested Scoring 55–100	98%	99%	100%	90%	97%	100%
Percentage of Tested Scoring 65–100	91%	98%	100%	72%	94%	100%
Percentage of Tested Scoring 85–100	43%	50%	70%	10%	30%	70%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		134	141		7	11
Number Scoring 55–100		131	136		6	11
Number Scoring 65–100		116	126		5	9
Number Scoring 85–100		28	32		0	2
Percentage of Tested Scoring 55–100		98%	96%		86%	100%
Percentage of Tested Scoring 65–100		87%	89%		71%	82%
Percentage of Tested Scoring 85–100		21%	23%		0%	18%
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	18	36	20	0	0	1
Number Scoring 55–100	18	36	20	0	0	#
Number Scoring 65–100	18	36	20	0	0	#
Number Scoring 85–100	12	24	15	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	67%	67%	75%	0%	0%	#
Comprehensive Italian						
Number Tested	34	33	38	1	1	0
Number Scoring 55–100	34	32	38	#	#	0
Number Scoring 65–100	34	32	38	#	#	0
Number Scoring 85–100	32	22	34	#	#	0
Percentage of Tested Scoring 55–100	100%	97%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	97%	100%	#	#	0%
Percentage of Tested Scoring 85–100	94%	67%	89%	#	#	0%
Comprehensive German						
Number Tested	13	0	0	0	0	0
Number Scoring 55–100	13	0	0	0	0	0
Number Scoring 65–100	13	0	0	0	0	0
Number Scoring 85–100	11	0	0	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	85%	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	85	93	98	2	5	4
Number Scoring 55–100	85	93	96	#	5	#
Number Scoring 65–100	85	93	96	#	5	#
Number Scoring 85–100	69	60	67	#	2	#
Percentage of Tested Scoring 55–100	100%	100%	98%	#	100%	#
Percentage of Tested Scoring 65–100	100%	100%	98%	#	100%	#
Percentage of Tested Scoring 85–100	81%	65%	68%	#	40%	#
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	204	191	0	24	30	0
Number Scoring 55–100	180	178	0	18	26	0
Number Scoring 65–100	163	166	0	15	23	0
Number Scoring 85–100	75	73	0	2	7	0
Percentage of Tested Scoring 55–100	88%	93%	0%	75%	87%	0%
Percentage of Tested Scoring 65–100	80%	87%	0%	62%	77%	0%
Percentage of Tested Scoring 85–100	37%	38%	0%	8%	23%	0%
Sequential Mathematics, Course III						
Number Tested	142	161	164	7	11	19
Number Scoring 55–100	129	136	133	4	7	10
Number Scoring 65–100	125	125	121	3	7	8
Number Scoring 85–100	71	66	57	1	0	3
Percentage of Tested Scoring 55–100	91%	84%	81%	57%	64%	53%
Percentage of Tested Scoring 65–100	88%	78%	74%	43%	64%	42%
Percentage of Tested Scoring 85–100	50%	41%	35%	14%	0%	16%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	22	100%	21	100%	9	100%
Students with Disabilities	9	100%	7	100%	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
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	142	142	142	14	14	14	156	156	156
Number Scoring 55–64	1	13	0	1	4	1	2	17	1
Number Scoring 65–84	64	73	55	10	7	11	74	80	66
Number Scoring 85–100	76	52	87	3	1	2	79	53	89
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)