

New York State School Report Card

Comprehensive Information Report

BEDS Code: 66-04-01-03-0003

Grade Range : 7-12

Name: Sleepy Hollow Middle School High School

Principal: Carol Conklin

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	165	159	202
Eighth	170	171	159
Ninth	202	215	199
Tenth	179	172	183
Eleventh	144	160	190
Twelfth	143	134	159
Ungraded Secondary	0	0	2
Total K-12 Enrollment	1003	1011	1094

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	24	2.4%	28	2.8%	28	2.6%
Black (Not Hispanic)	84	8.4%	93	9.2%	99	9.0%
Hispanic	531	52.9%	517	51.1%	556	50.8%
White (Not Hispanic)	364	36.3%	373	36.9%	411	37.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	18	22
Mathematics Grade 8	18	21	21
Science Grade 8	23	23	25
Social Studies Grade 8	24	23	22
English Grade 10	20	22	23
Mathematics Grade 10	17	18	19
Science Grade 10	21	0	20
Social Studies Grade 10	21	21	21

(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
50	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 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	142	14.2%	141	14.0%	176	16.1%
Eligible for Free Lunch	256	25.5%	279	27.6%	38	3.5%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.2%		94.5%		95.1%
Student Suspensions	156	16.1%	37	3.7%	104	10.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	4.8%	6.5%	5.8%
Public Assistance	21-30%	11-20%	11-20%
Student Stability	86%	99%	100%

Staff Counts

Staff	2003-04
Total Teachers	83
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	9

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	95	54	57%	99	56	57%	119	83	70%
Students with Disabilities	9	3	33%	16	3	19%	16	3	19%
All Students	104	57	55%	115	59	51%	135	86	64%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	95	15	0	3	3	19
Percent	70%	11%	0%	2%	2%	14%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
16	3	7	23

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	16		9		11	1.8%
	Entered GED Program*	2		19		7	1.1%
	Total Noncompleters	18		28		18	2.9%
Students with Disabilities	Dropped Out	4		4		1	0.9%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	4		4		1	0.9%
All Students	Dropped Out	20	3.0%	13	1.9%	12	1.6%
	Entered GED Program*	2	0.3%	19	2.8%	7	1.0%
	Total Noncompleters	22	3.3%	32	4.7%	19	2.6%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	20	80%
German	0	0%	0	0%	0	0%
Italian	0	0%	5	100%	23	83%
Latin	0	0%	0	0%	0	0%
Spanish	8	100%	20	85%	84	90%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	1	#
Science	8	63%	1	#	3	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	1	#	1	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	56%	16	63%	14	57%
Science	31	39%	25	64%	19	47%
Reading	5	80%	9	78%	15	60%
Writing	6	100%	6	100%	7	57%
Global Studies	3	#	18	67%	8	63%
U.S. Hist & Gov't	3	#	5	80%	6	100%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	120	158	184	15	19	26
Number Scoring 55–100	103	144	151	8	16	15
Number Scoring 65–100	87	124	139	6	11	13
Number Scoring 85–100	38	48	78	1	1	3
Percentage of Tested Scoring 55–100	86%	91%	82%	53%	84%	58%
Percentage of Tested Scoring 65–100	72%	78%	76%	40%	58%	50%
Percentage of Tested Scoring 85–100	32%	30%	42%	7%	5%	12%
Mathematics A						
Number Tested	43	197	152	5	23	9
Number Scoring 55–100	28	178	145	4	20	7
Number Scoring 65–100	15	152	133	0	13	4
Number Scoring 85–100	6	53	59	0	3	1
Percentage of Tested Scoring 55–100	65%	90%	95%	80%	87%	78%
Percentage of Tested Scoring 65–100	35%	77%	88%	0%	57%	44%
Percentage of Tested Scoring 85–100	14%	27%	39%	0%	13%	11%
Mathematics B						
Number Tested	0	0	67	0	0	1
Number Scoring 55–100	0	0	64	0	0	#
Number Scoring 65–100	0	0	59	0	0	#
Number Scoring 85–100	0	0	30	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	96%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	88%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	45%	0%	0%	#
Global History and Geography						
Number Tested	144	162	161	12	22	9
Number Scoring 55–100	140	153	146	12	17	8
Number Scoring 65–100	129	141	125	11	11	4
Number Scoring 85–100	40	86	64	3	4	2
Percentage of Tested Scoring 55–100	97%	94%	91%	100%	77%	89%
Percentage of Tested Scoring 65–100	90%	87%	78%	92%	50%	44%
Percentage of Tested Scoring 85–100	28%	53%	40%	25%	18%	22%
U.S. History and Government						
Number Tested	115	150	165	15	17	24
Number Scoring 55–100	106	144	143	14	15	16
Number Scoring 65–100	86	132	122	7	12	11
Number Scoring 85–100	33	63	64	1	5	3
Percentage of Tested Scoring 55–100	92%	96%	87%	93%	88%	67%
Percentage of Tested Scoring 65–100	75%	88%	74%	47%	71%	46%
Percentage of Tested Scoring 85–100	29%	42%	39%	7%	29%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	153	80	180	11	6	10
Number Scoring 55–100	153	79	175	11	6	9
Number Scoring 65–100	150	73	171	10	4	7
Number Scoring 85–100	39	31	49	1	0	0
Percentage of Tested Scoring 55–100	100%	99%	97%	100%	100%	90%
Percentage of Tested Scoring 65–100	98%	91%	95%	91%	67%	70%
Percentage of Tested Scoring 85–100	25%	39%	27%	9%	0%	0%
Physical Setting/Earth Science						
Number Tested	69	103	115	13	8	22
Number Scoring 55–100	52	83	79	8	3	9
Number Scoring 65–100	44	67	56	6	2	7
Number Scoring 85–100	9	10	3	0	0	1
Percentage of Tested Scoring 55–100	75%	81%	69%	62%	38%	41%
Percentage of Tested Scoring 65–100	64%	65%	49%	46%	25%	32%
Percentage of Tested Scoring 85–100	13%	10%	3%	0%	0%	5%
Physical Setting/Chemistry						
Number Tested	97	128	75	5	5	6
Number Scoring 55–100	85	113	67	4	4	5
Number Scoring 65–100	72	96	51	3	4	4
Number Scoring 85–100	18	32	11	0	2	0
Percentage of Tested Scoring 55–100	88%	88%	89%	80%	80%	83%
Percentage of Tested Scoring 65–100	74%	75%	68%	60%	80%	67%
Percentage of Tested Scoring 85–100	19%	25%	15%	0%	40%	0%
Physical Setting/Physics						
Number Tested			23			0
Number Scoring 55–100			23			0
Number Scoring 65–100			23			0
Number Scoring 85–100			11			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			48%			0%

* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
Number Tested	19	17	21	0	2	0
Number Scoring 55–100	18	17	21	0	#	0
Number Scoring 65–100	17	17	21	0	#	0
Number Scoring 85–100	6	14	16	0	#	0
Percentage of Tested Scoring 55–100	95%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	89%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	32%	82%	76%	0%	#	0%
Comprehensive Italian						
Number Tested	23	23	19	0	1	0
Number Scoring 55–100	23	23	19	0	#	0
Number Scoring 65–100	23	23	19	0	#	0
Number Scoring 85–100	16	15	14	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	70%	65%	74%	0%	#	0%
Comprehensive German						
Number Tested	2	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%
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	89	103	99	6	1	4
Number Scoring 55–100	88	103	98	6	#	#
Number Scoring 65–100	88	103	96	6	#	#
Number Scoring 85–100	74	95	86	5	#	#
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	#	#
Percentage of Tested Scoring 65–100	99%	100%	97%	100%	#	#
Percentage of Tested Scoring 85–100	83%	92%	87%	83%	#	#
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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	75	98	1	3	3	0
Number Scoring 55–100	72	87	#	#	#	0
Number Scoring 65–100	69	83	#	#	#	0
Number Scoring 85–100	43	51	#	#	#	0
Percentage of Tested Scoring 55–100	96%	89%	#	#	#	0%
Percentage of Tested Scoring 65–100	92%	85%	#	#	#	0%
Percentage of Tested Scoring 85–100	57%	52%	#	#	#	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	4	#	2	#
Students with Disabilities	0	0%	3	#	2	#

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	137	9%	32%	43%	16%
	Students with Disabilities	18	22%	72%	6%	0%
	All Students	155	10%	37%	39%	14%

(Form – I)

New York State Alternate Assessments (NYSAA) 2003–04

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	3	0	0	0	0
Secondary Level						
English Language Arts	0	2	0	0	0	0
Social Studies	1	1	#	#	#	#
Mathematics	1	1	#	#	#	#
Science	0	2	0	0	0	0

2000 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	121	121	121	26	26	26	147	147	147
Number Scoring 55–64	0	4	4	1	1	0	1	5	4
Number Scoring 65–84	79	46	85	8	5	10	87	51	95
Number Scoring 85–100	35	58	29	3	5	1	38	63	30
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			57			2
Beginning (0-18)			11			#
Intermediate (19-31)			13			#
Advanced (32-36)			19			#
Proficient (37-39)			14			#
Reading and Writing (Grade 7-8)						
Number Tested			57			2
Beginning (0-14)			12			#
Intermediate (15-24)			31			#
Advanced (25-32)			14			#
Proficient (33-35)			0			#
Listening and Speaking (Grade 9-12)						
Number Tested			99			1
Beginning (0-18)			10			#
Intermediate (19-31)			33			#
Advanced (32-36)			24			#
Proficient (37-39)			32			#
Reading and Writing (Grade 9-12)						
Number Tested			100			1
Beginning (0-14)			16			#
Intermediate (15-24)			34			#
Advanced (25-32)			40			#
Proficient (33-35)			10			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)