

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 14-02-07-06-0006  
 Name: Sweet Home Senior High School  
 Principal: Suzanne Thomas

Grade Range : 9-12

### Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	343	307	291
Tenth	310	339	328
Eleventh	281	318	309
Twelfth	286	281	331
Ungraded Secondary	10	1	0
Total K-12 Enrollment	1230	1246	1259

### Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	46	3.7%	52	4.2%	49	3.9%
Black (Not Hispanic)	95	7.7%	100	8.0%	113	9.0%
Hispanic	13	1.1%	13	1.0%	16	1.3%
White (Not Hispanic)	1076	87.5%	1081	86.8%	1081	85.9%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	19	22	22
Science Grade 10	18	22	24
Social Studies Grade 10	22	22	20

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	9	0.7%	16	1.3%	19	1.5%
<b>Eligible for Free Lunch</b>	116	9.4%	147	11.8%	178	14.1%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		93.0%		94.1%		93.9%
<b>Student Suspensions</b>	29	2.4%	19	1.5%	43	3.5%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	6.9%	6.1%	8.3%
<b>Public Assistance</b>	1-10%	11-20%	1-10%
<b>Student Stability</b>	99%	98%	93%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	97
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	1

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	251	237	271
	Regents Diplomas	189	201	264
	% Regents Diplomas	75%	85%	97%
	Regents Diplomas with Advanced Designation**			156
	% Regents Diplomas with Advanced Designation			58%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	27	17	9
	Regents Diplomas	4	2	8
	% Regents Diplomas	15%	12%	89%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	1	3
All Students	Total Graduates*	278	254	280
	Regents Diplomas	193	203	272
	% Regents Diplomas	69%	80%	97%
	Regents Diplomas with Advanced Designation**			156
	% Regents Diplomas with Advanced Designation			56%
	IEP Diplomas or Local Certificates	2	1	3

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	171	59	6	3	16	0	1	15
	Percent	63%	22%	2%	1%	6%	0%	0%	6%
Students with Disabilities	Number	0	2	0	0	1	0	0	6
	Percent	0%	22%	0%	0%	11%	0%	0%	67%
All Students	Number	171	61	6	3	17	0	1	21
	Percent	61%	22%	2%	1%	6%	0%	0%	7%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	8		3	0.3%	6	0.5%
	Entered GED Program*	29		23	2.1%	19	1.7%
	Total Noncompleters	37		26	2.3%	25	2.2%
Students with Disabilities	Dropped Out	0		1	0.8%	2	1.6%
	Entered GED Program*	6		3	2.3%	3	2.3%
	Total Noncompleters	6		4	3.0%	5	3.9%
All Students	Dropped Out	8	0.7%	4	0.3%	8	0.6%
	Entered GED Program*	35	2.8%	26	2.1%	22	1.7%
	Total Noncompleters	43	3.5%	30	2.4%	30	2.3%

\*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)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2002-03	2003-04	2004-05
<b>K-1</b>	0%	0%	0%
<b>2-3</b>	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
<b>4-5</b>	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
<b>6-8</b>	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
<b>9-12</b>	Number of General-Education Students	0	1110	1116
	Number of Students with Disabilities	0	130	143
	Number of All Students	0	1240	1259
	Percent of Enrollment	0%	100%	100%

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	2	#
Science	0	0%	1	#	2	#
Reading	0	0%	1	#	2	#
Writing	0	0%	2	#	2	#
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	89%	17	76%	0	0%
Science	3	#	16	88%	0	0%
Reading	18	100%	8	100%	0	0%
Writing	12	100%	15	100%	1	#
Global Studies	8	38%	14	79%	0	0%
U.S. Hist & Gov't	5	80%	4	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	304	334	323	25	24	24
Number Scoring 55-100	277	321	312	14	20	21
Number Scoring 65-100	241	316	293	9	17	18
Number Scoring 85-100	47	179	124	0	1	1
Percentage of Tested Scoring 55-100	91%	96%	97%	56%	83%	88%
Percentage of Tested Scoring 65-100	79%	95%	91%	36%	71%	75%
Percentage of Tested Scoring 85-100	15%	54%	38%	0%	4%	4%
<b>Mathematics A</b>						
Number Tested	333	355	310	24	29	32
Number Scoring 55-100	308	348	296	10	25	27
Number Scoring 65-100	279	341	291	4	21	25
Number Scoring 85-100	60	133	123	0	1	1
Percentage of Tested Scoring 55-100	92%	98%	95%	42%	86%	84%
Percentage of Tested Scoring 65-100	84%	96%	94%	17%	72%	78%
Percentage of Tested Scoring 85-100	18%	37%	40%	0%	3%	3%
<b>Mathematics B</b>						
Number Tested	190	187	215	2	1	2
Number Scoring 55-100	162	178	192	#	#	#
Number Scoring 65-100	142	164	163	#	#	#
Number Scoring 85-100	36	63	48	#	#	#
Percentage of Tested Scoring 55-100	85%	95%	89%	#	#	#
Percentage of Tested Scoring 65-100	75%	88%	76%	#	#	#
Percentage of Tested Scoring 85-100	19%	34%	22%	#	#	#
<b>Global History and Geography</b>						
Number Tested	325	351	323	26	35	44
Number Scoring 55-100	302	335	297	15	21	31
Number Scoring 65-100	284	313	272	12	16	24
Number Scoring 85-100	148	161	127	1	1	4
Percentage of Tested Scoring 55-100	93%	95%	92%	58%	60%	70%
Percentage of Tested Scoring 65-100	87%	89%	84%	46%	46%	55%
Percentage of Tested Scoring 85-100	46%	46%	39%	4%	3%	9%
<b>U.S. History and Government</b>						
Number Tested	280	305	313	24	22	19
Number Scoring 55-100	279	299	298	24	20	19
Number Scoring 65-100	269	288	287	19	15	19
Number Scoring 85-100	153	204	206	6	6	6
Percentage of Tested Scoring 55-100	100%	98%	95%	100%	91%	100%
Percentage of Tested Scoring 65-100	96%	94%	92%	79%	68%	100%
Percentage of Tested Scoring 85-100	55%	67%	66%	25%	27%	32%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	308	266	310	38	51	50
Number Scoring 55-100	297	244	282	29	38	35
Number Scoring 65-100	273	221	247	21	28	27
Number Scoring 85-100	93	54	70	1	2	0
Percentage of Tested Scoring 55-100	96%	92%	91%	76%	75%	70%
Percentage of Tested Scoring 65-100	89%	83%	80%	55%	55%	54%
Percentage of Tested Scoring 85-100	30%	20%	23%	3%	4%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	231	230	241	16	23	36
Number Scoring 55-100	215	208	222	9	15	30
Number Scoring 65-100	192	176	193	3	9	23
Number Scoring 85-100	97	62	93	0	1	5
Percentage of Tested Scoring 55-100	93%	90%	92%	56%	65%	83%
Percentage of Tested Scoring 65-100	83%	77%	80%	19%	39%	64%
Percentage of Tested Scoring 85-100	42%	27%	39%	0%	4%	14%
<b>Physical Setting/Chemistry</b>						
Number Tested	232	260	222	0	2	3
Number Scoring 55-100	207	235	195	0	#	#
Number Scoring 65-100	150	189	143	0	#	#
Number Scoring 85-100	17	19	13	0	#	#
Percentage of Tested Scoring 55-100	89%	90%	88%	0%	#	#
Percentage of Tested Scoring 65-100	65%	73%	64%	0%	#	#
Percentage of Tested Scoring 85-100	7%	7%	6%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested		96	118		0	1
Number Scoring 55-100		93	116		0	#
Number Scoring 65-100		87	102		0	#
Number Scoring 85-100		27	36		0	#
Percentage of Tested Scoring 55-100		97%	98%		0%	#
Percentage of Tested Scoring 65-100		91%	86%		0%	#
Percentage of Tested Scoring 85-100		28%	31%		0%	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	46	81	33	0	2	1
Number Scoring 55-100	46	81	33	0	#	#
Number Scoring 65-100	46	81	33	0	#	#
Number Scoring 85-100	31	54	25	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	67%	67%	76%	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	22	33	17	0	0	0
Number Scoring 55-100	19	33	17	0	0	0
Number Scoring 65-100	17	33	16	0	0	0
Number Scoring 85-100	6	12	10	0	0	0
Percentage of Tested Scoring 55-100	86%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	77%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	27%	36%	59%	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	58	211	135	0	0	3
Number Scoring 55-100	58	210	132	0	0	#
Number Scoring 65-100	58	210	132	0	0	#
Number Scoring 85-100	43	152	73	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	98%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	98%	0%	0%	#
Percentage of Tested Scoring 85-100	74%	72%	54%	0%	0%	#
<b>Comprehensive Latin</b>						
Number Tested	0	7	0	0	0	0
Number Scoring 55-100	0	7	0	0	0	0
Number Scoring 65-100	0	7	0	0	0	0
Number Scoring 85-100	0	6	0	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	86%	0%	0%	0%	0%

(Form – H)



# New York State Alternate Assessments (NYSAA) 2004–05

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	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	0	#	#	#	#

## 2001 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	275	275	275	13	13	13	288	288	288
Number Scoring 55–64	3	3	3	2	1	0	5	4	3
Number Scoring 65–84	117	67	117	4	3	8	121	70	125
Number Scoring 85–100	143	198	151	1	2	0	144	200	151
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		0	17		0	0
Beginning		0	1		0	0
Intermediate		0	6		0	0
Advanced		0	5		0	0
Proficient		0	5		0	0
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		0	17		0	0
Beginning		0	1		0	0
Intermediate		0	3		0	0
Advanced		0	6		0	0
Proficient		0	7		0	0

\*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)