

New York State School Report Card Comprehensive Information Report

BEDS Code: 13-16-02-02-0005
 Name: Spackenkill High School
 Principal: Susanne Smith

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	147	154	153
Tenth	121	135	153
Eleventh	127	113	134
Twelfth	144	118	114
Ungraded Secondary	0	0	0
Total K-12 Enrollment	539	520	554

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	49	9.1%	45	8.7%	41	7.4%
Black (Not Hispanic)	58	10.8%	58	11.2%	61	11.0%
Hispanic	18	3.3%	22	4.2%	22	4.0%
White (Not Hispanic)	414	76.8%	395	76.0%	430	77.6%

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	21	16	18
Mathematics Grade 10	16	16	13
Science Grade 10	18	21	22
Social Studies Grade 10	19	19	19

(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	4	0.7%	8	1.5%	7	1.3%
Eligible for Free Lunch	26	4.8%	13	2.5%	25	4.5%

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		93.7%		93.0%		94.5%
Student Suspensions	37	7.1%	29	5.4%	29	5.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.4%	4.8%	5.1%
Public Assistance	1-10%	41-50%	11-20%
Student Stability	97%	98%	97%

Staff Counts

Staff	2002–2003
Total Teachers	46
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	120	84	70%	94	71	76%	91	72	79%
Students with Disabilities	14	2	14%	17	1	6%	16	2	12%
All Students	134	86	64%	111	72	65%	107	74	69%

*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	61	25	0	4	6	11
Percent	57%	23%	0%	4%	6%	10%

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	2	0	16

*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			15		8	
	Entered GED Program*			8		1	
	Total Noncompleters			23		9	
Students with Disabilities	Dropped Out			3		0	
	Entered GED Program*			1		1	
	Total Noncompleters			4		1	
All Students	Dropped Out	9	1.7%	18	3.5%	8	1.4%
	Entered GED Program*	4	0.7%	9	1.7%	2	0.4%
	Total Noncompleters	13	2.4%	27	5.2%	10	1.8%

*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		0	141
	Number of Students with Disabilities		0	15
	Number of All Students		0	156
	Percent of Enrollment		0%	28%

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%	1	#

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%	1	#	2	#
Science	0	0%	2	#	2	#
Reading	0	0%	0	0%	3	#
Writing	0	0%	1	#	2	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	6	100%	10	80%
Science	11	55%	7	86%	4	#
Reading	1	#	20	90%	16	94%
Writing	1	#	23	87%	7	71%
Global Studies	2	#	6	50%	9	78%
U.S. Hist & Gov't	4	#	5	100%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	136	113	127	28	16	10
Number Scoring 55–100	123	107	122	16	12	7
Number Scoring 65–100	114	105	118	10	11	6
Number Scoring 85–100	45	63	58	0	1	0
Percentage of Tested Scoring 55–100	90%	95%	96%	57%	75%	70%
Percentage of Tested Scoring 65–100	84%	93%	93%	36%	69%	60%
Percentage of Tested Scoring 85–100	33%	56%	46%	0%	6%	0%
Mathematics A						
Number Tested	0	42	137	0	0	9
Number Scoring 55–100	0	42	125	0	0	8
Number Scoring 65–100	0	42	111	0	0	5
Number Scoring 85–100	0	40	43	0	0	1
Percentage of Tested Scoring 55–100	0%	100%	91%	0%	0%	89%
Percentage of Tested Scoring 65–100	0%	100%	81%	0%	0%	56%
Percentage of Tested Scoring 85–100	0%	95%	31%	0%	0%	11%
Mathematics B (first administered June 2001)						
Number Tested	0	0	39	0	0	0
Number Scoring 55–100	0	0	39	0	0	0
Number Scoring 65–100	0	0	38	0	0	0
Number Scoring 85–100	0	0	18	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	46%	0%	0%	0%
Global History and Geography						
Number Tested	127	149	141	16	22	13
Number Scoring 55–100	127	141	135	16	19	9
Number Scoring 65–100	121	133	125	14	15	7
Number Scoring 85–100	50	60	62	0	2	0
Percentage of Tested Scoring 55–100	100%	95%	96%	100%	86%	69%
Percentage of Tested Scoring 65–100	95%	89%	89%	88%	68%	54%
Percentage of Tested Scoring 85–100	39%	40%	44%	0%	9%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	123	111	141	12	15	15
Number Scoring 55–100	119	107	140	10	13	15
Number Scoring 65–100	106	101	136	8	11	15
Number Scoring 85–100	55	47	81	1	0	1
Percentage of Tested Scoring 55–100	97%	96%	99%	83%	87%	100%
Percentage of Tested Scoring 65–100	86%	91%	96%	67%	73%	100%
Percentage of Tested Scoring 85–100	45%	42%	57%	8%	0%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	135	134	162	14	16	14
Number Scoring 55–100	134	132	159	13	15	13
Number Scoring 65–100	134	130	149	13	14	10
Number Scoring 85–100	46	49	55	0	0	2
Percentage of Tested Scoring 55–100	99%	99%	98%	93%	94%	93%
Percentage of Tested Scoring 65–100	99%	97%	92%	93%	88%	71%
Percentage of Tested Scoring 85–100	34%	37%	34%	0%	0%	14%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	24	40	55	3	4	2
Number Scoring 55–100	24	39	54	#	#	#
Number Scoring 65–100	23	39	54	#	#	#
Number Scoring 85–100	8	16	21	#	#	#
Percentage of Tested Scoring 55–100	100%	97%	98%	#	#	#
Percentage of Tested Scoring 65–100	96%	97%	98%	#	#	#
Percentage of Tested Scoring 85–100	33%	40%	38%	#	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		90	84		2	3
Number Scoring 55–100		86	82		#	#
Number Scoring 65–100		78	66		#	#
Number Scoring 85–100		17	16		#	#
Percentage of Tested Scoring 55–100		96%	98%		#	#
Percentage of Tested Scoring 65–100		87%	79%		#	#
Percentage of Tested Scoring 85–100		19%	19%		#	#
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	35	44	45	1	1	0
Number Scoring 55–100	35	44	45	#	#	0
Number Scoring 65–100	35	44	45	#	#	0
Number Scoring 85–100	29	34	35	#	#	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	83%	77%	78%	#	#	0%
Comprehensive Italian						
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 German						
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 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	60	65	55	3	2	2
Number Scoring 55–100	60	64	55	#	#	#
Number Scoring 65–100	60	64	55	#	#	#
Number Scoring 85–100	50	56	49	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 85–100	83%	86%	89%	#	#	#
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	104	85	23	5	13	4
Number Scoring 55–100	88	66	14	2	5	#
Number Scoring 65–100	81	54	11	1	5	#
Number Scoring 85–100	46	12	3	0	1	#
Percentage of Tested Scoring 55–100	85%	78%	61%	40%	38%	#
Percentage of Tested Scoring 65–100	78%	64%	48%	20%	38%	#
Percentage of Tested Scoring 85–100	44%	14%	13%	0%	8%	#
Sequential Mathematics, Course III						
Number Tested	73	77	54	0	1	4
Number Scoring 55–100	68	73	52	0	#	#
Number Scoring 65–100	67	68	50	0	#	#
Number Scoring 85–100	35	49	30	0	#	#
Percentage of Tested Scoring 55–100	93%	95%	96%	0%	#	#
Percentage of Tested Scoring 65–100	92%	88%	93%	0%	#	#
Percentage of Tested Scoring 85–100	48%	64%	56%	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	0	0%	39	100%	22	0%
Students with Disabilities	4	#	10	100%	4	#

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	90	90	90	16	16	16	106	106	106
Number Scoring 55–64	0	2	1	1	2	0	1	4	1
Number Scoring 65–84	38	41	41	14	11	11	52	52	52
Number Scoring 85–100	47	44	47	0	0	1	47	44	48
Approved Alternatives	3	0	0	0	0	0	3	0	0

(Form – K)