

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-14-03-0007
 Name: George W. Hewlett High School
 Principal: Joyce Bisso

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	274	247	276
Tenth	276	281	255
Eleventh	286	282	279
Twelfth	238	281	267
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1074	1091	1077

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	85	7.9%	84	7.7%	86	8.0%
Black (Not Hispanic)	13	1.2%	12	1.1%	16	1.5%
Hispanic	56	5.2%	62	5.7%	64	5.9%
White (Not Hispanic)	920	85.7%	933	85.5%	911	84.6%

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	22	18	19
Mathematics Grade 10	22	18	18
Science Grade 10	19	17	22
Social Studies Grade 10	20	19	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	30	2.8%	30	2.8%	37	3.4%
Eligible for Free Lunch	18	1.7%	9	0.8%	8	0.7%

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		97.2%		96.6%		94.7%
Student Suspensions	35	3.5%	40	3.7%	41	3.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.2%	0.1%	0.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	89%	99%

Staff Counts

Staff	2002–2003
Total Teachers	110
Total Other Professional Staff	20
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	203	161	79%	237	202	85%	219	185	84%
Students with Disabilities	26	5	19%	30	11	37%	40	18	45%
All Students	229	166	72%	267	213	80%	259	203	78%

*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	196	48	2	2	5	6
Percent	76%	19%	1%	1%	2%	2%

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)
40	18	0	40

*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			3		0	
	Entered GED Program*			6		9	
	Total Noncompleters			9		9	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			2		1	
	Total Noncompleters			2		1	
All Students	Dropped Out	0	0.0%	3	0.3%	0	0.0%
	Entered GED Program*	5	0.5%	8	0.7%	10	0.9%
	Total Noncompleters	5	0.5%	11	1.0%	10	0.9%

*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		277	230
	Number of Students with Disabilities		0	22
	Number of All Students		277	252
	Percent of Enrollment		25%	23%

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%	15	100%	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%	6	67%	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	7	71%	1	#	3	#
Science	1	#	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	4	#	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	74%	16	100%	20	95%
Science	6	67%	8	75%	7	100%
Reading	22	82%	2	#	1	#
Writing	20	95%	2	#	0	0%
Global Studies	3	#	2	#	0	0%
U.S. Hist & Gov't	4	#	3	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	281	275	282	34	50	39
Number Scoring 55–100	274	273	278	33	49	37
Number Scoring 65–100	263	265	271	28	47	35
Number Scoring 85–100	149	173	202	5	21	10
Percentage of Tested Scoring 55–100	98%	99%	99%	97%	98%	95%
Percentage of Tested Scoring 65–100	94%	96%	96%	82%	94%	90%
Percentage of Tested Scoring 85–100	53%	63%	72%	15%	42%	26%
Mathematics A						
Number Tested	0	0	267	0	0	26
Number Scoring 55–100	0	0	252	0	0	18
Number Scoring 65–100	0	0	239	0	0	13
Number Scoring 85–100	0	0	100	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	94%	0%	0%	69%
Percentage of Tested Scoring 65–100	0%	0%	90%	0%	0%	50%
Percentage of Tested Scoring 85–100	0%	0%	37%	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	277	286	252	43	40	24
Number Scoring 55–100	271	285	249	40	39	23
Number Scoring 65–100	257	279	240	35	37	19
Number Scoring 85–100	137	163	134	10	3	4
Percentage of Tested Scoring 55–100	98%	100%	99%	93%	97%	96%
Percentage of Tested Scoring 65–100	93%	98%	95%	81%	93%	79%
Percentage of Tested Scoring 85–100	49%	57%	53%	23%	7%	17%
U.S. History and Government (first administered June 2001)						
Number Tested	271	274	276	32	50	40
Number Scoring 55–100	262	270	276	29	48	40
Number Scoring 65–100	255	258	272	27	42	37
Number Scoring 85–100	152	126	207	9	13	16
Percentage of Tested Scoring 55–100	97%	99%	100%	91%	96%	100%
Percentage of Tested Scoring 65–100	94%	94%	99%	84%	84%	93%
Percentage of Tested Scoring 85–100	56%	46%	75%	28%	26%	40%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	281	245	251	24	38	25
Number Scoring 55–100	280	245	246	24	38	22
Number Scoring 65–100	275	244	244	20	37	21
Number Scoring 85–100	110	103	113	3	4	2
Percentage of Tested Scoring 55–100	100%	100%	98%	100%	100%	88%
Percentage of Tested Scoring 65–100	98%	100%	97%	83%	97%	84%
Percentage of Tested Scoring 85–100	39%	42%	45%	12%	11%	8%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	132	131	169	11	11	31
Number Scoring 55–100	130	131	168	10	11	30
Number Scoring 65–100	126	130	161	8	10	29
Number Scoring 85–100	57	64	81	1	5	6
Percentage of Tested Scoring 55–100	98%	100%	99%	91%	100%	97%
Percentage of Tested Scoring 65–100	95%	99%	95%	73%	91%	94%
Percentage of Tested Scoring 85–100	43%	49%	48%	9%	45%	19%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		241	194		18	8
Number Scoring 55–100		237	190		16	7
Number Scoring 65–100		204	171		14	5
Number Scoring 85–100		47	53		1	0
Percentage of Tested Scoring 55–100		98%	98%		89%	88%
Percentage of Tested Scoring 65–100		85%	88%		78%	62%
Percentage of Tested Scoring 85–100		20%	27%		6%	0%
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	27	23	22	1	0	0
Number Scoring 55–100	27	23	22	#	0	0
Number Scoring 65–100	26	23	22	#	0	0
Number Scoring 85–100	12	12	20	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	96%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	44%	52%	91%	#	0%	0%
Comprehensive Italian						
Number Tested	11	7	4	0	1	0
Number Scoring 55–100	11	7	#	0	#	0
Number Scoring 65–100	11	7	#	0	#	0
Number Scoring 85–100	10	7	#	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	#	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	#	0%	#	0%
Percentage of Tested Scoring 85–100	91%	100%	#	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	7	0	0	1	0
Number Scoring 55–100	0	7	0	0	#	0
Number Scoring 65–100	0	7	0	0	#	0
Number Scoring 85–100	0	6	0	0	#	0
Percentage of Tested Scoring 55–100	0%	100%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	100%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	86%	0%	0%	#	0%
Comprehensive Spanish						
Number Tested	192	200	157	9	5	7
Number Scoring 55–100	192	200	157	9	5	7
Number Scoring 65–100	190	199	157	9	5	7
Number Scoring 85–100	136	140	114	7	2	4
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 85–100	71%	70%	73%	78%	40%	57%
Comprehensive Latin						
Number Tested	2	2	1	0	0	0
Number Scoring 55–100	#	#	#	0	0	0
Number Scoring 65–100	#	#	#	0	0	0
Number Scoring 85–100	#	#	#	0	0	0
Percentage of Tested Scoring 55–100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	#	#	#	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	275	254	33	21	38	8
Number Scoring 55–100	247	220	22	16	25	4
Number Scoring 65–100	237	193	18	13	19	2
Number Scoring 85–100	152	90	1	5	2	0
Percentage of Tested Scoring 55–100	90%	87%	67%	76%	66%	50%
Percentage of Tested Scoring 65–100	86%	76%	55%	62%	50%	25%
Percentage of Tested Scoring 85–100	55%	35%	3%	24%	5%	0%
Sequential Mathematics, Course III						
Number Tested	195	245	202	14	19	14
Number Scoring 55–100	187	233	187	13	17	11
Number Scoring 65–100	182	226	170	11	17	7
Number Scoring 85–100	107	151	105	6	7	2
Percentage of Tested Scoring 55–100	96%	95%	93%	93%	89%	79%
Percentage of Tested Scoring 65–100	93%	92%	84%	79%	89%	50%
Percentage of Tested Scoring 85–100	55%	62%	52%	43%	37%	14%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	21	100%	9	67%	0	0%
Students with Disabilities	13	100%	3	#	0	0%

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	224	224	224	44	44	44	268	268	268
Number Scoring 55–64	4	3	0	3	4	2	7	7	2
Number Scoring 65–84	90	100	88	32	27	34	122	127	122
Number Scoring 85–100	127	114	132	9	11	6	136	125	138
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)