

New York State School Report Card Comprehensive Information Report

BEDS Code: 06-02-01-06-0003
 Name: Southwestern Senior High School
 Principal: Michael Vallely Jr

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	162	169	132
Tenth	153	159	167
Eleventh	149	137	154
Twelfth	143	136	132
Ungraded Secondary	5	15	0
Total K-12 Enrollment	612	616	585

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	10	1.6%	9	1.5%	8	1.4%
Black (Not Hispanic)	2	0.3%	3	0.5%	2	0.3%
Hispanic	2	0.3%	3	0.5%	2	0.3%
White (Not Hispanic)	598	97.7%	601	97.6%	573	97.9%

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	23	19
Mathematics Grade 10	23	19	20
Science Grade 10	22	10	20
Social Studies Grade 10	23	20	26

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	33	5.4%	42	6.8%	44	7.5%

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		95.0%		92.8%		95.9%
Student Suspensions	44	7.1%	41	6.7%	53	8.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.6%	4.2%	3.3%
Public Assistance	1-10%	1-10%	11-20%
Student Stability	99%	101%	100%

Staff Counts

Staff	2002–2003
Total Teachers	51
Total Other Professional Staff	7
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	131	80	61%	126	82	65%	119	86	72%
Students with Disabilities	4	0	0%	5	1	20%	7	2	29%
All Students	135	80	59%	131	83	63%	126	88	70%

*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	37	62	2	4	7	14
Percent	29%	49%	2%	3%	6%	11%

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)
7	2	3	10

*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			25		16	
	Entered GED Program*			1		1	
	Total Noncompleters			26		17	
Students with Disabilities	Dropped Out			4		2	
	Entered GED Program*			0		3	
	Total Noncompleters			4		5	
All Students	Dropped Out	12	2.0%	29	4.7%	18	3.1%
	Entered GED Program*	0	0.0%	1	0.2%	4	0.7%
	Total Noncompleters	12	2.0%	30	4.9%	22	3.8%

*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		590	122
	Number of Students with Disabilities		15	11
	Number of All Students		605	133
	Percent of Enrollment		98%	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%	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	1	#	0	0%	2	#
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	1	#
Global Studies	4	#	0	0%	2	#
U.S. Hist & Gov't	10	100%	0	0%	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	85%	0	0%	14	86%
Science	9	44%	0	0%	13	92%
Reading	0	0%	0	0%	5	100%
Writing	0	0%	0	0%	6	100%
Global Studies	3	#	0	0%	3	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	146	132	140	5	5	6
Number Scoring 55–100	143	127	132	5	3	3
Number Scoring 65–100	128	108	123	2	3	0
Number Scoring 85–100	15	35	65	0	0	0
Percentage of Tested Scoring 55–100	98%	96%	94%	100%	60%	50%
Percentage of Tested Scoring 65–100	88%	82%	88%	40%	60%	0%
Percentage of Tested Scoring 85–100	10%	27%	46%	0%	0%	0%
Mathematics A						
Number Tested	0	32	143	0	0	9
Number Scoring 55–100	0	28	125	0	0	7
Number Scoring 65–100	0	19	109	0	0	5
Number Scoring 85–100	0	5	32	0	0	0
Percentage of Tested Scoring 55–100	0%	88%	87%	0%	0%	78%
Percentage of Tested Scoring 65–100	0%	59%	76%	0%	0%	56%
Percentage of Tested Scoring 85–100	0%	16%	22%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	21	0	0	0
Number Scoring 55–100	0	0	21	0	0	0
Number Scoring 65–100	0	0	20	0	0	0
Number Scoring 85–100	0	0	5	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	24%	0%	0%	0%
Global History and Geography						
Number Tested	149	149	157	8	7	9
Number Scoring 55–100	144	140	150	5	5	9
Number Scoring 65–100	129	121	133	5	2	9
Number Scoring 85–100	49	43	44	2	0	1
Percentage of Tested Scoring 55–100	97%	94%	96%	62%	71%	100%
Percentage of Tested Scoring 65–100	87%	81%	85%	62%	29%	100%
Percentage of Tested Scoring 85–100	33%	29%	28%	25%	0%	11%
U.S. History and Government (first administered June 2001)						
Number Tested	133	133	142	4	6	6
Number Scoring 55–100	126	131	138	#	6	5
Number Scoring 65–100	118	118	133	#	4	5
Number Scoring 85–100	58	50	84	#	2	1
Percentage of Tested Scoring 55–100	95%	98%	97%	#	100%	83%
Percentage of Tested Scoring 65–100	89%	89%	94%	#	67%	83%
Percentage of Tested Scoring 85–100	44%	38%	59%	#	33%	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	152	140	116	7	0	3
Number Scoring 55–100	151	140	115	7	0	#
Number Scoring 65–100	151	138	115	7	0	#
Number Scoring 85–100	34	71	36	2	0	#
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	0%	#
Percentage of Tested Scoring 65–100	99%	99%	99%	100%	0%	#
Percentage of Tested Scoring 85–100	22%	51%	31%	29%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	121	114	99	1	9	12
Number Scoring 55–100	117	112	95	#	9	10
Number Scoring 65–100	110	111	91	#	9	9
Number Scoring 85–100	47	33	28	#	0	0
Percentage of Tested Scoring 55–100	97%	98%	96%	#	100%	83%
Percentage of Tested Scoring 65–100	91%	97%	92%	#	100%	75%
Percentage of Tested Scoring 85–100	39%	29%	28%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		99	107		2	0
Number Scoring 55–100		96	102		#	0
Number Scoring 65–100		77	90		#	0
Number Scoring 85–100		14	23		#	0
Percentage of Tested Scoring 55–100		97%	95%		#	0%
Percentage of Tested Scoring 65–100		78%	84%		#	0%
Percentage of Tested Scoring 85–100		14%	21%		#	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	19	23	33	0	0	0
Number Scoring 55–100	19	23	33	0	0	0
Number Scoring 65–100	18	20	33	0	0	0
Number Scoring 85–100	5	5	15	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	87%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	26%	22%	45%	0%	0%	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	68	73	42	0	1	0
Number Scoring 55–100	68	72	42	0	#	0
Number Scoring 65–100	68	72	42	0	#	0
Number Scoring 85–100	36	48	24	0	#	0
Percentage of Tested Scoring 55–100	100%	99%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	99%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	53%	66%	57%	0%	#	0%
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	119	133	17	1	3	0
Number Scoring 55–100	107	118	16	#	#	0
Number Scoring 65–100	98	97	14	#	#	0
Number Scoring 85–100	36	47	1	#	#	0
Percentage of Tested Scoring 55–100	90%	89%	94%	#	#	0%
Percentage of Tested Scoring 65–100	82%	73%	82%	#	#	0%
Percentage of Tested Scoring 85–100	30%	35%	6%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	68	79	92	0	1	0
Number Scoring 55–100	64	73	88	0	#	0
Number Scoring 65–100	57	69	84	0	#	0
Number Scoring 85–100	33	38	40	0	#	0
Percentage of Tested Scoring 55–100	94%	92%	96%	0%	#	0%
Percentage of Tested Scoring 65–100	84%	87%	91%	0%	#	0%
Percentage of Tested Scoring 85–100	49%	48%	43%	0%	#	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	54	89%	0	0%	53	91%
Students with Disabilities	6	100%	0	0%	7	86%

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	122	122	122	13	13	13	135	135	135
Number Scoring 55–64	10	6	2	1	2	0	11	8	2
Number Scoring 65–84	61	61	69	2	2	3	63	63	72
Number Scoring 85–100	44	48	46	3	2	1	47	50	47
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)