

New York State School Report Card Comprehensive Information Report

BEDS Code: 42-07-02-03-0004

Grade Range : 9-12

Name: Solvay High School

Principal: Joseph Rotella

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	205	174	171
Tenth	165	200	166
Eleventh	137	157	172
Twelfth	126	132	153
Ungraded Secondary	0	0	0
Total K-12 Enrollment	633	663	662

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	6	0.9%	5	0.8%	2	0.3%
Black (Not Hispanic)	11	1.7%	9	1.4%	9	1.4%
Hispanic	2	0.3%	3	0.5%	6	0.9%
White (Not Hispanic)	614	97.0%	646	97.4%	645	97.4%

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	24	24
Mathematics Grade 10	0	20	0
Science Grade 10	21	24	23
Social Studies Grade 10	20	25	25

(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	18	2.8%	16	2.4%	21	3.2%
Eligible for Free Lunch	51	8.1%	35	5.3%	81	12.2%

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		94.6%		93.2%		95.5%
Student Suspensions	45	7.6%	27	4.3%	76	11.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.7%	3.0%	3.6%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	99%	99%	95%

Staff Counts

Staff	2002–2003
Total Teachers	48
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	102	75	74%	106	75	71%	119	78	66%
Students with Disabilities	8	1	12%	8	3	38%	6	1	17%
All Students	110	76	69%	114	78	68%	125	79	63%

*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	48	64	4	2	3	4
Percent	38%	51%	3%	2%	2%	3%

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)
6	1	3	9

*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			10		17	
	Entered GED Program*			1		9	
	Total Noncompleters			11		26	
Students with Disabilities	Dropped Out			2		4	
	Entered GED Program*			0		2	
	Total Noncompleters			2		6	
All Students	Dropped Out	6	0.9%	12	1.8%	21	3.2%
	Entered GED Program*	16	2.5%	1	0.2%	11	1.7%
	Total Noncompleters	22	3.5%	13	2.0%	32	4.8%

*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

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	32	28%	28	61%	32	72%

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	5	80%	1	#	1	#

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

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	13	85%
Science	2	#	0	0%	8	38%
Reading	0	0%	1	#	2	#
Writing	0	0%	0	0%	2	#
Global Studies	2	#	0	0%	7	29%
U.S. Hist & Gov't	4	#	0	0%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	133	135	150	13	6	15
Number Scoring 55–100	132	129	146	13	5	12
Number Scoring 65–100	124	127	142	8	4	9
Number Scoring 85–100	72	79	72	1	0	2
Percentage of Tested Scoring 55–100	99%	96%	97%	100%	83%	80%
Percentage of Tested Scoring 65–100	93%	94%	95%	62%	67%	60%
Percentage of Tested Scoring 85–100	54%	59%	48%	8%	0%	13%
Mathematics A						
Number Tested	0	1	181	0	0	10
Number Scoring 55–100	0	#	166	0	0	3
Number Scoring 65–100	0	#	160	0	0	3
Number Scoring 85–100	0	#	88	0	0	0
Percentage of Tested Scoring 55–100	0%	#	92%	0%	0%	30%
Percentage of Tested Scoring 65–100	0%	#	88%	0%	0%	30%
Percentage of Tested Scoring 85–100	0%	#	49%	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	148	164	163	10	19	15
Number Scoring 55–100	143	150	145	8	14	8
Number Scoring 65–100	132	138	129	6	10	4
Number Scoring 85–100	44	41	40	1	0	0
Percentage of Tested Scoring 55–100	97%	91%	89%	80%	74%	53%
Percentage of Tested Scoring 65–100	89%	84%	79%	60%	53%	27%
Percentage of Tested Scoring 85–100	30%	25%	25%	10%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	127	148	170	9	10	17
Number Scoring 55–100	118	135	161	7	9	12
Number Scoring 65–100	104	115	148	6	3	10
Number Scoring 85–100	46	26	49	2	0	1
Percentage of Tested Scoring 55–100	93%	91%	95%	78%	90%	71%
Percentage of Tested Scoring 65–100	82%	78%	87%	67%	30%	59%
Percentage of Tested Scoring 85–100	36%	18%	29%	22%	0%	6%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	112	134	150	6	7	13
Number Scoring 55–100	111	125	136	6	7	7
Number Scoring 65–100	103	122	126	0	6	5
Number Scoring 85–100	24	83	33	0	3	0
Percentage of Tested Scoring 55–100	99%	93%	91%	100%	100%	54%
Percentage of Tested Scoring 65–100	92%	91%	84%	0%	86%	38%
Percentage of Tested Scoring 85–100	21%	62%	22%	0%	43%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	138	194	168	8	17	15
Number Scoring 55–100	122	155	134	6	8	5
Number Scoring 65–100	102	130	113	6	4	5
Number Scoring 85–100	7	26	25	0	0	0
Percentage of Tested Scoring 55–100	88%	80%	80%	75%	47%	33%
Percentage of Tested Scoring 65–100	74%	67%	67%	75%	24%	33%
Percentage of Tested Scoring 85–100	5%	13%	15%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		85	119		1	1
Number Scoring 55–100		79	102		#	#
Number Scoring 65–100		59	72		#	#
Number Scoring 85–100		5	15		#	#
Percentage of Tested Scoring 55–100		93%	86%		#	#
Percentage of Tested Scoring 65–100		69%	61%		#	#
Percentage of Tested Scoring 85–100		6%	13%		#	#
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	11	11	10	0	0	0
Number Scoring 55–100	11	11	10	0	0	0
Number Scoring 65–100	11	11	10	0	0	0
Number Scoring 85–100	7	6	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	64%	55%	80%	0%	0%	0%
Comprehensive Italian						
Number Tested	32	21	22	0	0	0
Number Scoring 55–100	30	18	21	0	0	0
Number Scoring 65–100	30	16	21	0	0	0
Number Scoring 85–100	7	9	9	0	0	0
Percentage of Tested Scoring 55–100	94%	86%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	76%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	22%	43%	41%	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	30	55	59	0	0	2
Number Scoring 55–100	30	54	56	0	0	#
Number Scoring 65–100	30	54	56	0	0	#
Number Scoring 85–100	28	28	25	0	0	#
Percentage of Tested Scoring 55–100	100%	98%	95%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	98%	95%	0%	0%	#
Percentage of Tested Scoring 85–100	93%	51%	42%	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	143	137	157	5	9	5
Number Scoring 55–100	123	111	145	4	4	4
Number Scoring 65–100	114	97	127	2	1	3
Number Scoring 85–100	38	37	25	1	1	0
Percentage of Tested Scoring 55–100	86%	81%	92%	80%	44%	80%
Percentage of Tested Scoring 65–100	80%	71%	81%	40%	11%	60%
Percentage of Tested Scoring 85–100	27%	27%	16%	20%	11%	0%
Sequential Mathematics, Course III						
Number Tested	77	117	102	1	2	3
Number Scoring 55–100	70	98	69	#	#	#
Number Scoring 65–100	63	80	55	#	#	#
Number Scoring 85–100	35	25	20	#	#	#
Percentage of Tested Scoring 55–100	91%	84%	68%	#	#	#
Percentage of Tested Scoring 65–100	82%	68%	54%	#	#	#
Percentage of Tested Scoring 85–100	45%	21%	20%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	57	98%	60	95%	52	92%
Students with Disabilities	5	100%	11	91%	16	63%

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	125	125	125	11	11	11	136	136	136
Number Scoring 55–64	5	8	8	0	3	2	5	11	10
Number Scoring 65–84	66	84	82	5	3	4	71	87	86
Number Scoring 85–100	42	26	28	1	0	1	43	26	29
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)