

# New York State District Report Card Comprehensive Information Report

BEDS Code: 52-03-02-06-0000

Name: Shenendehowa Central School District

Superintendent: Robert McClure

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	607	634	680
First	667	654	698
Second	715	712	679
Third	698	709	728
Fourth	663	695	743
Fifth	745	668	725
Sixth	675	760	672
Ungraded Elementary	16	74	15
Seventh	726	696	768
Eighth	740	741	693
Ninth	726	775	751
Tenth	738	702	736
Eleventh	657	709	662
Twelfth	626	611	644
Ungraded Secondary	0	22	39
Total K-12 Enrollment	8999	9162	9233

## 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	300	3.3%	313	3.4%	308	3.3%
Black (Not Hispanic)	155	1.7%	182	2.0%	202	2.2%
Hispanic	140	1.6%	123	1.3%	121	1.3%
White (Not Hispanic)	8404	93.4%	8544	93.3%	8602	93.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	19	19
Common Branch	23	22	22
English Grade 8	21	20	18
Mathematics Grade 8	22	22	21
Science Grade 8	22	21	20
Social Studies Grade 8	22	21	20
English Grade 10	21	23	24
Mathematics Grade 10	21	21	21
Science Grade 10	20	21	23
Social Studies Grade 10	23	23	24

(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
NA	NA

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	45	0.5%	46	0.5%	53	0.6%
Eligible for Free Lunch	570	6.8%	471	5.5%	438	5.1%

### 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		94.9%		95.3%		95.3%
Student Suspensions	346	3.8%	265	2.9%	262	2.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.3%	3.9%	4.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	646
Total Other Professional Staff	92
Total Paraprofessionals	244
Teaching Out of Certification*	15
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	527	383	73%	544	446	82%	611	448	73%
Students with Disabilities	47	9	19%	36	12	33%	4	2	50%
All Students	574	392	68%	580	458	79%	615	450	73%

\*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	386	171	1	6	23	28
Percent	63%	28%	0%	1%	4%	5%

## 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)
4	2	26	30

\*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			1		31	
	Entered GED Program*			0		14	
	Total Noncompleters			1		45	
Students with Disabilities	Dropped Out			0		18	
	Entered GED Program*			0		2	
	Total Noncompleters			0		20	
All Students	Dropped Out	101	3.7%	1	0.0%	49	1.7%
	Entered GED Program*	0	0.0%	0	0.0%	16	0.6%
	Total Noncompleters	101	3.7%	1	0.0%	65	2.3%

\*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		1455	1846
	Number of Students with Disabilities		0	287
	Number of All Students		1455	2133
	Percent of Enrollment		66%	99%
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	158	97%	0	0%	0	0%
German	169	39%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	55	100%	0	0%	0	0%
Spanish	234	100%	0	0%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	83%	0	0%	0	0%
German	3	#	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	7	71%	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%	10	90%	1	#
Science	8	88%	2	#	0	0%
Reading	0	0%	0	0%	7	100%
Writing	0	0%	1	#	6	83%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	4	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	76	87%	54	87%	3	#
Science	15	47%	5	40%	0	0%
Reading	0	0%	2	#	5	100%
Writing	1	#	2	#	3	#
Global Studies	2	#	2	#	1	#
U.S. Hist & Gov't	3	#	5	20%	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	589	598	574	31	61	47
Number Scoring 55–100	581	572	557	27	45	42
Number Scoring 65–100	563	538	531	22	29	33
Number Scoring 85–100	271	292	297	4	3	5
Percentage of Tested Scoring 55–100	99%	96%	97%	87%	74%	89%
Percentage of Tested Scoring 65–100	96%	90%	93%	71%	48%	70%
Percentage of Tested Scoring 85–100	46%	49%	52%	13%	5%	11%
<b>Mathematics A</b>						
Number Tested	357	556	715	63	68	42
Number Scoring 55–100	187	394	675	14	21	33
Number Scoring 65–100	124	300	635	9	16	28
Number Scoring 85–100	31	106	400	0	2	12
Percentage of Tested Scoring 55–100	52%	71%	94%	22%	31%	79%
Percentage of Tested Scoring 65–100	35%	54%	89%	14%	24%	67%
Percentage of Tested Scoring 85–100	9%	19%	56%	0%	3%	29%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	445	0	0	11	0
Number Scoring 55–100	0	422	0	0	10	0
Number Scoring 65–100	0	398	0	0	9	0
Number Scoring 85–100	0	212	0	0	2	0
Percentage of Tested Scoring 55–100	0%	95%	0%	0%	91%	0%
Percentage of Tested Scoring 65–100	0%	89%	0%	0%	82%	0%
Percentage of Tested Scoring 85–100	0%	48%	0%	0%	18%	0%
<b>Global History and Geography</b>						
Number Tested	673	603	346	71	51	41
Number Scoring 55–100	665	539	323	64	45	33
Number Scoring 65–100	633	457	295	51	36	26
Number Scoring 85–100	357	123	119	9	4	5
Percentage of Tested Scoring 55–100	99%	89%	93%	90%	88%	80%
Percentage of Tested Scoring 65–100	94%	76%	85%	72%	71%	63%
Percentage of Tested Scoring 85–100	53%	20%	34%	13%	8%	12%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	641	617	546	29	71	49
Number Scoring 55–100	613	583	541	19	56	47
Number Scoring 65–100	585	531	526	15	42	45
Number Scoring 85–100	402	232	358	2	8	19
Percentage of Tested Scoring 55–100	96%	94%	99%	66%	79%	96%
Percentage of Tested Scoring 65–100	91%	86%	96%	52%	59%	92%
Percentage of Tested Scoring 85–100	63%	38%	66%	7%	11%	39%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	651	583	636	66	44	51
Number Scoring 55–100	637	583	634	62	44	50
Number Scoring 65–100	605	581	626	43	43	45
Number Scoring 85–100	277	350	352	4	8	9
Percentage of Tested Scoring 55–100	98%	100%	100%	94%	100%	98%
Percentage of Tested Scoring 65–100	93%	100%	98%	65%	98%	88%
Percentage of Tested Scoring 85–100	43%	60%	55%	6%	18%	18%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	778	89	12	59	8	6
Number Scoring 55–100	721	86	8	45	6	4
Number Scoring 65–100	680	70	4	37	3	0
Number Scoring 85–100	400	43	0	8	0	0
Percentage of Tested Scoring 55–100	93%	97%	67%	76%	75%	67%
Percentage of Tested Scoring 65–100	87%	79%	33%	63%	38%	0%
Percentage of Tested Scoring 85–100	51%	48%	0%	14%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		136	196		1	3
Number Scoring 55–100		136	193		#	#
Number Scoring 65–100		136	186		#	#
Number Scoring 85–100		77	103		#	#
Percentage of Tested Scoring 55–100		100%	98%		#	#
Percentage of Tested Scoring 65–100		100%	95%		#	#
Percentage of Tested Scoring 85–100		57%	53%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	148	155	121	1	3	4
Number Scoring 55–100	148	151	121	#	#	#
Number Scoring 65–100	145	146	121	#	#	#
Number Scoring 85–100	79	76	77	#	#	#
Percentage of Tested Scoring 55–100	100%	97%	100%	#	#	#
Percentage of Tested Scoring 65–100	98%	94%	100%	#	#	#
Percentage of Tested Scoring 85–100	53%	49%	64%	#	#	#
<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	44	0	0	0	0	0
Number Scoring 55–100	43	0	0	0	0	0
Number Scoring 65–100	42	0	0	0	0	0
Number Scoring 85–100	32	0	0	0	0	0
Percentage of Tested Scoring 55–100	98%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	73%	0%	0%	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	243	268	260	2	11	10
Number Scoring 55–100	239	268	260	#	11	10
Number Scoring 65–100	237	266	258	#	11	10
Number Scoring 85–100	176	183	187	#	3	1
Percentage of Tested Scoring 55–100	98%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65–100	98%	99%	99%	#	100%	100%
Percentage of Tested Scoring 85–100	72%	68%	72%	#	27%	10%
<b>Comprehensive Latin</b>						
Number Tested	24	19	39	0	0	0
Number Scoring 55–100	24	19	39	0	0	0
Number Scoring 65–100	24	19	39	0	0	0
Number Scoring 85–100	22	13	27	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	92%	68%	69%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	426	265	6	2	10	0
Number Scoring 55–100	410	237	5	#	3	0
Number Scoring 65–100	380	210	4	#	1	0
Number Scoring 85–100	254	105	0	#	0	0
Percentage of Tested Scoring 55–100	96%	89%	83%	#	30%	0%
Percentage of Tested Scoring 65–100	89%	79%	67%	#	10%	0%
Percentage of Tested Scoring 85–100	60%	40%	0%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	450	35	469	6	1	8
Number Scoring 55–100	432	34	443	4	#	8
Number Scoring 65–100	401	34	418	4	#	8
Number Scoring 85–100	236	34	255	1	#	5
Percentage of Tested Scoring 55–100	96%	97%	94%	67%	#	100%
Percentage of Tested Scoring 65–100	89%	97%	89%	67%	#	100%
Percentage of Tested Scoring 85–100	52%	97%	54%	17%	#	62%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	282	99%	0	0%	0	0%
Students with Disabilities	14	93%	0	0%	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
<b>Nov 2002</b>	General-Education Students	621	0%	4%	71%	25%
	Students with Disabilities	96	13%	17%	68%	3%
	All Students	717	2%	5%	71%	22%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	577	0%	14%	62%	24%
	Students with Disabilities	108	6%	56%	34%	3%
	All Students	685	1%	21%	58%	20%

(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
<b>Elementary Level</b>						
Social Studies	3	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	652	652	652	33	33	33	685	685	685
Number Scoring 55–64	10	35	20	1	2	5	11	37	25
Number Scoring 65–84	127	277	216	3	5	8	130	282	224
Number Scoring 85–100	244	221	316	1	1	0	245	222	316
Approved Alternatives	2	0	0	0	0	0	2	0	0

(Form – K)