

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-52-07-0006
 Name: Sewanhaka High School
 Principal: Debra Lidowsky

Grade Range : 7-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	321	290	236
Eighth	250	316	294
Ninth	268	251	313
Tenth	265	269	239
Eleventh	243	243	263
Twelfth	198	216	222
Ungraded Secondary	0	20	0
Total K-12 Enrollment	1545	1605	1567

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	206	13.3%	235	14.6%	245	15.6%
Black (Not Hispanic)	375	24.3%	397	24.7%	368	23.5%
Hispanic	308	19.9%	325	20.2%	329	21.0%
White (Not Hispanic)	656	42.5%	648	40.4%	625	39.9%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	25	23
Mathematics Grade 8	22	24	25
Science Grade 8	27	24	25
Social Studies Grade 8	30	27	23
English Grade 10	26	26	26
Mathematics Grade 10	22	25	27
Science Grade 10	23	29	28
Social Studies Grade 10	26	28	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
51	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 higher 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	31	2.0%	33	2.1%	29	1.9%
Eligible for Free Lunch	248	16.1%	245	15.3%	269	17.2%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.6%		94.1%		98.7%
Student Suspensions	217	14.5%	227	14.7%	287	17.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	5.9%	6.4%	8.9%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	97%	97%

Staff Counts

Staff	2003-04
Total Teachers	112
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	192	107	56%	219	136	62%	205	128	62%
Students with Disabilities	4	0	0%	7	1	14%	12	3	25%
All Students	196	107	55%	226	137	61%	217	131	60%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	114	79	4	2	17	1
Percent	53%	36%	2%	1%	8%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
12	3	0	12

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	5		0		0	0.0%
	Entered GED Program*	6		35		16	1.7%
	Total Noncompleters	11		35		16	1.7%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	2		5		0	0.0%
	Total Noncompleters	2		5		0	0.0%
All Students	Dropped Out	5	0.5%	0	0.0%	0	0.0%
	Entered GED Program*	8	0.8%	40	4.0%	16	1.6%
	Total Noncompleters	13	1.3%	40	4.0%	16	1.6%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	547	447
	Number of Students with Disabilities	0	59	83
	Number of All Students	0	606	530
	Percent of Enrollment	0%	99%	100%
9-12	Number of General-Education Students	700	863	937
	Number of Students with Disabilities	10	116	100
	Number of All Students	710	979	1037
	Percent of Enrollment	73%	99%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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%	50	96%	40	73%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	26	85%	5	100%	7	43%
Science	16	88%	1	#	6	50%
Reading	31	58%	1	#	0	0%
Writing	31	58%	1	#	4	#
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	2	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	100%	0	0%	22	73%
Science	24	67%	0	0%	24	63%
Reading	3	#	0	0%	4	#
Writing	3	#	0	0%	1	#
Global Studies	0	0%	0	0%	4	#
U.S. Hist & Gov't	2	#	0	0%	7	71%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	226	237	279	9	14	24
Number Scoring 55-100	213	215	264	8	9	20
Number Scoring 65-100	195	202	247	4	6	15
Number Scoring 85-100	85	115	119	0	3	1
Percentage of Tested Scoring 55-100	94%	91%	95%	89%	64%	83%
Percentage of Tested Scoring 65-100	86%	85%	89%	44%	43%	62%
Percentage of Tested Scoring 85-100	38%	49%	43%	0%	21%	4%
Mathematics A						
Number Tested	54	299	370	0	23	32
Number Scoring 55-100	49	237	347	0	10	28
Number Scoring 65-100	49	198	313	0	1	24
Number Scoring 85-100	36	38	94	0	0	1
Percentage of Tested Scoring 55-100	91%	79%	94%	0%	43%	88%
Percentage of Tested Scoring 65-100	91%	66%	85%	0%	4%	75%
Percentage of Tested Scoring 85-100	67%	13%	25%	0%	0%	3%
Mathematics B						
Number Tested	0	52	118	0	0	0
Number Scoring 55-100	0	46	110	0	0	0
Number Scoring 65-100	0	44	101	0	0	0
Number Scoring 85-100	0	9	39	0	0	0
Percentage of Tested Scoring 55-100	0%	88%	93%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	85%	86%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	17%	33%	0%	0%	0%
Global History and Geography						
Number Tested	211	289	255	12	28	27
Number Scoring 55-100	197	256	237	12	16	23
Number Scoring 65-100	181	238	221	6	14	17
Number Scoring 85-100	58	96	129	0	1	1
Percentage of Tested Scoring 55-100	93%	89%	93%	100%	57%	85%
Percentage of Tested Scoring 65-100	86%	82%	87%	50%	50%	63%
Percentage of Tested Scoring 85-100	27%	33%	51%	0%	4%	4%
U.S. History and Government						
Number Tested	225	226	264	6	15	23
Number Scoring 55-100	209	210	239	4	11	17
Number Scoring 65-100	191	190	226	3	8	14
Number Scoring 85-100	52	69	88	0	1	1
Percentage of Tested Scoring 55-100	93%	93%	91%	67%	73%	74%
Percentage of Tested Scoring 65-100	85%	84%	86%	50%	53%	61%
Percentage of Tested Scoring 85-100	23%	31%	33%	0%	7%	4%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	250	268	225	14	17	12
Number Scoring 55-100	235	255	222	13	15	12
Number Scoring 65-100	226	241	213	9	7	10
Number Scoring 85-100	70	88	73	0	0	1
Percentage of Tested Scoring 55-100	94%	95%	99%	93%	88%	100%
Percentage of Tested Scoring 65-100	90%	90%	95%	64%	41%	83%
Percentage of Tested Scoring 85-100	28%	33%	32%	0%	0%	8%
Physical Setting/Earth Science						
Number Tested	183	114	225	9	3	5
Number Scoring 55-100	171	106	208	7	#	3
Number Scoring 65-100	161	101	187	2	#	2
Number Scoring 85-100	65	32	50	0	#	0
Percentage of Tested Scoring 55-100	93%	93%	92%	78%	#	60%
Percentage of Tested Scoring 65-100	88%	89%	83%	22%	#	40%
Percentage of Tested Scoring 85-100	36%	28%	22%	0%	#	0%
Physical Setting/Chemistry						
Number Tested	144	199	194	0	4	0
Number Scoring 55-100	136	186	179	0	#	0
Number Scoring 65-100	111	139	130	0	#	0
Number Scoring 85-100	21	18	20	0	#	0
Percentage of Tested Scoring 55-100	94%	93%	92%	0%	#	0%
Percentage of Tested Scoring 65-100	77%	70%	67%	0%	#	0%
Percentage of Tested Scoring 85-100	15%	9%	10%	0%	#	0%
Physical Setting/Physics						
Number Tested			83			1
Number Scoring 55-100			75			#
Number Scoring 65-100			65			#
Number Scoring 85-100			12			#
Percentage of Tested Scoring 55-100			90%			#
Percentage of Tested Scoring 65-100			78%			#
Percentage of Tested Scoring 85-100			14%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	21	21	16	0	1	0
Number Scoring 55-100	20	20	16	0	#	0
Number Scoring 65-100	19	20	16	0	#	0
Number Scoring 85-100	6	9	11	0	#	0
Percentage of Tested Scoring 55-100	95%	95%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	90%	95%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	29%	43%	69%	0%	#	0%
Comprehensive Italian						
Number Tested	18	19	26	0	1	1
Number Scoring 55-100	18	19	24	0	#	#
Number Scoring 65-100	16	19	23	0	#	#
Number Scoring 85-100	7	12	13	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	92%	0%	#	#
Percentage of Tested Scoring 65-100	89%	100%	88%	0%	#	#
Percentage of Tested Scoring 85-100	39%	63%	50%	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	90	117	120	1	2	4
Number Scoring 55-100	85	116	120	#	#	#
Number Scoring 65-100	83	114	117	#	#	#
Number Scoring 85-100	41	78	74	#	#	#
Percentage of Tested Scoring 55-100	94%	99%	100%	#	#	#
Percentage of Tested Scoring 65-100	92%	97%	97%	#	#	#
Percentage of Tested Scoring 85-100	46%	67%	62%	#	#	#
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	128	128	14	0	3	2
Number Scoring 55-100	114	103	6	0	#	#
Number Scoring 65-100	101	89	4	0	#	#
Number Scoring 85-100	47	13	0	0	#	#
Percentage of Tested Scoring 55-100	89%	80%	43%	0%	#	#
Percentage of Tested Scoring 65-100	79%	70%	29%	0%	#	#
Percentage of Tested Scoring 85-100	37%	10%	0%	0%	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	208	94%	216	90%	141	96%
Students with Disabilities	16	63%	16	44%	12	83%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	240	2%	30%	45%	23%
	Students with Disabilities	35	11%	60%	26%	3%
	All Students	275	3%	34%	43%	20%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	186	186	186	16	16	16	202	202	202
Number Scoring 55–64	3	10	3	8	3	4	11	13	7
Number Scoring 65–84	112	99	108	7	9	11	119	108	119
Number Scoring 85–100	58	68	74	0	1	0	58	69	74
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			5			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			5			0
Beginning (0-14)			0			0
Intermediate (15-24)			1			0
Advanced (25-32)			4			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			15			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			3			0
Proficient (37-39)			12			0
Reading and Writing (Grade 9-12)						
Number Tested			15			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			6			0
Proficient (33-35)			9			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)