

New York State District Report Card Comprehensive Information Report

BEDS Code: 52-03-02-06-0000
 Name: Shenendehowa Central School District
 Superintendent: John O'Rourke

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	634	680	716
First	654	698	709
Second	712	679	697
Third	709	728	703
Fourth	695	743	729
Fifth	668	725	759
Sixth	760	672	727
Ungraded Elementary	74	15	38
Seventh	696	768	688
Eighth	741	693	777
Ninth	775	751	705
Tenth	702	736	709
Eleventh	709	662	703
Twelfth	611	644	628
Ungraded Secondary	22	39	34
Total K-12 Enrollment	9162	9233	9322

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	313	3.4%	308	3.3%	302	3.2%
Black (Not Hispanic)	182	2.0%	202	2.2%	191	2.0%
Hispanic	123	1.3%	121	1.3%	138	1.5%
White (Not Hispanic)	8544	93.3%	8602	93.2%	8691	93.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	19	20
Common Branch	22	22	23
English Grade 8	20	18	23
Mathematics Grade 8	22	21	24
Science Grade 8	21	20	23
Social Studies Grade 8	21	20	24
English Grade 10	23	24	22
Mathematics Grade 10	21	21	22
Science Grade 10	21	23	22
Social Studies Grade 10	23	24	23

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	46	0.5%	53	0.6%	79	0.9%
Eligible for Free Lunch	471	5.5%	438	5.1%	447	5.2%

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		95.3%		95.3%		95.3%
Student Suspensions	265	2.9%	262	2.9%	229	2.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.9%	4.0%	3.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	646
Total Other Professional Staff	91
Total Paraprofessionals	283
Teaching Out of Certification*	14

*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	544	446	82%	611	448	73%	570	465	82%
Students with Disabilities	36	12	33%	4	2	50%	53	21	40%
All Students	580	458	79%	615	450	73%	623	486	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 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	396	155	1	6	18	47
Percent	64%	25%	0%	1%	3%	8%

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)
53	21	13	66

*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	1		31		46	1.9%
	Entered GED Program*	0		14		5	0.2%
	Total Noncompleters	1		45		51	2.1%
Students with Disabilities	Dropped Out	0		18		16	3.9%
	Entered GED Program*	0		2		2	0.5%
	Total Noncompleters	0		20		18	4.4%
All Students	Dropped Out	1	0.0%	49	1.7%	62	2.2%
	Entered GED Program*	0	0.0%	16	0.6%	7	0.2%
	Total Noncompleters	1	0.0%	65	2.3%	69	2.4%

*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	1455	1846	1918
	Number of Students with Disabilities	0	287	293
	Number of All Students	1455	2133	2211
	Percent of Enrollment	66%	99%	100%
9-12	Number of General-Education Students	0	0	2438
	Number of Students with Disabilities	0	0	341
	Number of All Students	0	0	2779
	Percent of Enrollment	0%	0%	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; completion 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%	18	67%
German	0	0%	0	0%	1	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	16	38%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	5	60%
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%	9	22%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	90%	1	#	0	0%
Science	2	#	0	0%	0	0%
Reading	0	0%	7	100%	0	0%
Writing	1	#	6	83%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	4	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	54	87%	3	#	58	79%
Science	5	40%	0	0%	14	43%
Reading	2	#	5	100%	1	#
Writing	2	#	3	#	2	#
Global Studies	2	#	1	#	4	#
U.S. Hist & Gov't	5	20%	3	#	2	#

(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	598	574	721	61	47	71
Number Scoring 55-100	572	557	709	45	42	66
Number Scoring 65-100	538	531	674	29	33	50
Number Scoring 85-100	292	297	399	3	5	2
Percentage of Tested Scoring 55-100	96%	97%	98%	74%	89%	93%
Percentage of Tested Scoring 65-100	90%	93%	93%	48%	70%	70%
Percentage of Tested Scoring 85-100	49%	52%	55%	5%	11%	3%
Mathematics A						
Number Tested	556	715	694	68	42	60
Number Scoring 55-100	394	675	693	21	33	59
Number Scoring 65-100	300	635	680	16	28	53
Number Scoring 85-100	106	400	359	2	12	9
Percentage of Tested Scoring 55-100	71%	94%	100%	31%	79%	98%
Percentage of Tested Scoring 65-100	54%	89%	98%	24%	67%	88%
Percentage of Tested Scoring 85-100	19%	56%	52%	3%	29%	15%
Mathematics B						
Number Tested	445	0	449	11	0	9
Number Scoring 55-100	422	0	415	10	0	9
Number Scoring 65-100	398	0	385	9	0	6
Number Scoring 85-100	212	0	172	2	0	1
Percentage of Tested Scoring 55-100	95%	0%	92%	91%	0%	100%
Percentage of Tested Scoring 65-100	89%	0%	86%	82%	0%	67%
Percentage of Tested Scoring 85-100	48%	0%	38%	18%	0%	11%
Global History and Geography						
Number Tested	603	346	780	51	41	94
Number Scoring 55-100	539	323	730	45	33	69
Number Scoring 65-100	457	295	679	36	26	58
Number Scoring 85-100	123	119	342	4	5	13
Percentage of Tested Scoring 55-100	89%	93%	94%	88%	80%	73%
Percentage of Tested Scoring 65-100	76%	85%	87%	71%	63%	62%
Percentage of Tested Scoring 85-100	20%	34%	44%	8%	12%	14%
U.S. History and Government						
Number Tested	617	546	700	71	49	68
Number Scoring 55-100	583	541	678	56	47	58
Number Scoring 65-100	531	526	660	42	45	54
Number Scoring 85-100	232	358	428	8	19	18
Percentage of Tested Scoring 55-100	94%	99%	97%	79%	96%	85%
Percentage of Tested Scoring 65-100	86%	96%	94%	59%	92%	79%
Percentage of Tested Scoring 85-100	38%	66%	61%	11%	39%	26%

(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	583	636	697	44	51	65
Number Scoring 55-100	583	634	691	44	50	60
Number Scoring 65-100	581	626	686	43	45	57
Number Scoring 85-100	350	352	390	8	9	15
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	98%	92%
Percentage of Tested Scoring 65-100	100%	98%	98%	98%	88%	88%
Percentage of Tested Scoring 85-100	60%	55%	56%	18%	18%	23%
Physical Setting/Earth Science						
Number Tested	89	12	688	8	6	104
Number Scoring 55-100	86	8	616	6	4	70
Number Scoring 65-100	70	4	554	3	0	48
Number Scoring 85-100	43	0	238	0	0	5
Percentage of Tested Scoring 55-100	97%	67%	90%	75%	67%	67%
Percentage of Tested Scoring 65-100	79%	33%	81%	38%	0%	46%
Percentage of Tested Scoring 85-100	48%	0%	35%	0%	0%	5%
Physical Setting/Chemistry						
Number Tested	136	196	686	1	3	65
Number Scoring 55-100	136	193	587	#	#	38
Number Scoring 65-100	136	186	444	#	#	13
Number Scoring 85-100	77	103	112	#	#	1
Percentage of Tested Scoring 55-100	100%	98%	86%	#	#	58%
Percentage of Tested Scoring 65-100	100%	95%	65%	#	#	20%
Percentage of Tested Scoring 85-100	57%	53%	16%	#	#	2%
Physical Setting/Physics						
Number Tested			298			8
Number Scoring 55-100			262			5
Number Scoring 65-100			201			5
Number Scoring 85-100			67			0
Percentage of Tested Scoring 55-100			88%			62%
Percentage of Tested Scoring 65-100			67%			62%
Percentage of Tested Scoring 85-100			22%			0%

* 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	155	121	86	3	4	3
Number Scoring 55-100	151	121	85	#	#	#
Number Scoring 65-100	146	121	85	#	#	#
Number Scoring 85-100	76	77	52	#	#	#
Percentage of Tested Scoring 55-100	97%	100%	99%	#	#	#
Percentage of Tested Scoring 65-100	94%	100%	99%	#	#	#
Percentage of Tested Scoring 85-100	49%	64%	60%	#	#	#
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	37	0	0	0
Number Scoring 55-100	0	0	37	0	0	0
Number Scoring 65-100	0	0	37	0	0	0
Number Scoring 85-100	0	0	25	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	68%	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	268	260	221	11	10	2
Number Scoring 55-100	268	260	218	11	10	#
Number Scoring 65-100	266	258	217	11	10	#
Number Scoring 85-100	183	187	175	3	1	#
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	#
Percentage of Tested Scoring 65-100	99%	99%	98%	100%	100%	#
Percentage of Tested Scoring 85-100	68%	72%	79%	27%	10%	#
Comprehensive Latin						
Number Tested	19	39	56	0	0	0
Number Scoring 55-100	19	39	56	0	0	0
Number Scoring 65-100	19	39	56	0	0	0
Number Scoring 85-100	13	27	40	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	68%	69%	71%	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	35	469	12	1	8	0
Number Scoring 55-100	34	443	10	#	8	0
Number Scoring 65-100	34	418	8	#	8	0
Number Scoring 85-100	34	255	3	#	5	0
Percentage of Tested Scoring 55-100	97%	94%	83%	#	100%	0%
Percentage of Tested Scoring 65-100	97%	89%	67%	#	100%	0%
Percentage of Tested Scoring 85-100	97%	54%	25%	#	62%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	90	99%
Students with Disabilities	0	0%	0	0%	7	86%

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	680	2%	2%	49%	46%
	Students with Disabilities	91	22%	14%	57%	7%
	All Students	771	5%	3%	50%	42%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	662	0%	18%	59%	23%
	Students with Disabilities	110	6%	57%	33%	4%
	All Students	772	1%	24%	55%	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	2	0	#	#	#	#
Middle Level						
Social Studies	3	3	#	#	#	#
Secondary Level						
English Language Arts	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	4	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	595	595	595	71	71	71	666	666	666
Number Scoring 55–64	9	8	4	3	1	1	12	9	5
Number Scoring 65–84	292	168	194	49	28	44	341	196	238
Number Scoring 85–100	272	397	381	5	22	14	277	419	395
Approved Alternatives	3	0	0	0	0	0	3	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 K-1)						
Number Tested			18			0
Beginning (0-18)			0			0
Intermediate (19-31)			4			0
Advanced (32-36)			6			0
Proficient (37-39)			8			0
Reading and Writing (Grade K-1)						
Number Tested			18			0
Beginning (0-14)			5			0
Intermediate (15-24)			2			0
Advanced (25-32)			7			0
Proficient (33-35)			4			0
Listening and Speaking (Grade 2-4)						
Number Tested			25			2
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			8			#
Proficient (37-39)			16			#
Reading and Writing (Grade 2-4)						
Number Tested			26			2
Beginning (0-14)			3			#
Intermediate (15-24)			13			#
Advanced (25-32)			7			#
Proficient (33-35)			3			#
Listening and Speaking (Grade 5-6)						
Number Tested			8			2
Beginning (0-18)			1			#
Intermediate (19-31)			0			#
Advanced (32-36)			2			#
Proficient (37-39)			5			#
Reading and Writing (Grade 5-6)						
Number Tested			8			2
Beginning (0-14)			1			#
Intermediate (15-24)			4			#
Advanced (25-32)			1			#
Proficient (33-35)			2			#

*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 – K)

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			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			5			0
Beginning (0-14)			1			0
Intermediate (15-24)			3			0
Advanced (25-32)			1			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			6			1
Beginning (0-18)			1			#
Intermediate (19-31)			4			#
Advanced (32-36)			0			#
Proficient (37-39)			1			#
Reading and Writing (Grade 9-12)						
Number Tested			6			1
Beginning (0-14)			1			#
Intermediate (15-24)			3			#
Advanced (25-32)			2			#
Proficient (33-35)			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)