

# New York State School Report Card Comprehensive Information Report

BEDS Code: 52-03-02-06-0001  
 Name: Shenendehowa High School  
 Principal: Robert Melia

Grade Range : 9-12

## 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	0	0	0
Eighth	0	0	0
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	2819	2832	2779

## 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	94	3.3%	94	3.3%	81	2.9%
Black (Not Hispanic)	49	1.7%	60	2.1%	45	1.6%
Hispanic	26	0.9%	55	1.9%	35	1.3%
White (Not Hispanic)	2650	94.0%	2623	92.6%	2618	94.2%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	23	24	22
Mathematics Grade 10	21	21	22
Science Grade 10	22	23	22
Social Studies Grade 10	22	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
49	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 lower 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	5	0.2%	9	0.3%	4	0.1%
Eligible for Free Lunch	113	4.0%	123	4.3%	112	4.0%

### 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		93.7%		94.2%		93.1%
Student Suspensions	207	7.5%	201	7.1%	179	6.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.5%	3.9%	3.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	93%	100%

### Staff Counts

Staff	2003-04
Total Teachers	209
Total Other Professional Staff	24
Total Paraprofessionals	NA
Teaching Out of Certification*	5

\*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%	51	21	41%
All Students	580	458	79%	615	450	73%	621	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	45
Percent	64%	25%	0%	1%	3%	7%

## 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)
51	21	13	64

\*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		45	1.8%
	Entered GED Program*	0		14		5	0.2%
	Total Noncompleters	1		45		50	2.0%
Students with Disabilities	Dropped Out	0		18		15	4.0%
	Entered GED Program*	0		2		2	0.5%
	Total Noncompleters	0		20		17	4.5%
All Students	Dropped Out	1	0.0%	49	1.7%	60	2.1%
	Entered GED Program*	0	0.0%	16	0.6%	7	0.2%
	Total Noncompleters	1	0.0%	65	2.3%	67	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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
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; 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%	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	#	57	79%
Science	5	40%	0	0%	13	38%
Reading	2	#	5	100%	1	#
Writing	2	#	3	#	1	#
Global Studies	2	#	1	#	3	#
U.S. Hist & Gov't	5	20%	3	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	598	574	718	61	47	68
Number Scoring 55-100	572	557	706	45	42	63
Number Scoring 65-100	538	531	671	29	33	47
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%	69%
Percentage of Tested Scoring 85-100	49%	52%	56%	5%	11%	3%
<b>Mathematics A</b>						
Number Tested	556	715	692	68	42	58
Number Scoring 55-100	394	675	691	21	33	57
Number Scoring 65-100	300	635	679	16	28	52
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%	90%
Percentage of Tested Scoring 85-100	19%	56%	52%	3%	29%	16%
<b>Mathematics B</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%
<b>Global History and Geography</b>						
Number Tested	603	346	775	51	41	91
Number Scoring 55-100	539	323	727	45	33	67
Number Scoring 65-100	457	295	676	36	26	56
Number Scoring 85-100	123	119	341	4	5	12
Percentage of Tested Scoring 55-100	89%	93%	94%	88%	80%	74%
Percentage of Tested Scoring 65-100	76%	85%	87%	71%	63%	62%
Percentage of Tested Scoring 85-100	20%	34%	44%	8%	12%	13%
<b>U.S. History and Government</b>						
Number Tested	617	546	697	71	49	65
Number Scoring 55-100	583	541	675	56	47	55
Number Scoring 65-100	531	526	657	42	45	51
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%	78%
Percentage of Tested Scoring 85-100	38%	66%	61%	11%	39%	28%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	583	635	694	44	51	63
Number Scoring 55-100	583	633	688	44	50	58
Number Scoring 65-100	581	625	683	43	45	55
Number Scoring 85-100	350	351	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%	87%
Percentage of Tested Scoring 85-100	60%	55%	56%	18%	18%	24%
<b>Physical Setting/Earth Science</b>						
Number Tested	40	12	648	8	6	104
Number Scoring 55-100	37	8	576	6	4	70
Number Scoring 65-100	21	4	514	3	0	48
Number Scoring 85-100	0	0	202	0	0	5
Percentage of Tested Scoring 55-100	93%	67%	89%	75%	67%	67%
Percentage of Tested Scoring 65-100	53%	33%	79%	38%	0%	46%
Percentage of Tested Scoring 85-100	0%	0%	31%	0%	0%	5%
<b>Physical Setting/Chemistry</b>						
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%
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</b>						
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%	#	#	#
<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	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%
<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	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%	#
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
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
<b>Nov 2003</b>	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
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	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

## 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	69	69	69	664	664	664
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			6			1
Beginning (0-18)			1			#
Intermediate (19-31)			4			#
Advanced (32-36)			0			#
Proficient (37-39)			1			#
<b>Reading and Writing (Grade 9-12)</b>						
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)