

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 01-06-05-06-0010  
 Name: Shaker High School  
 Principal: James O. Jackson

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	517	513	500
Tenth	483	504	475
Eleventh	462	491	504
Twelfth	489	461	475
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1951	1969	1954

### 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	137	7.0%	139	7.1%	141	7.2%
Black (Not Hispanic)	71	3.6%	85	4.3%	81	4.1%
Hispanic	33	1.7%	38	1.9%	34	1.7%
White (Not Hispanic)	1710	87.6%	1707	86.7%	1698	86.9%

### 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	22	22	21
Mathematics Grade 10	20	20	19
Science Grade 10	20	21	19
Social Studies Grade 10	21	20	17

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
54	All schools in this group are secondary level schools in school districts with low 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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	15	0.8%	23	1.2%	23	1.2%
<b>Eligible for Free Lunch</b>	55	2.8%	84	4.3%	104	5.3%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.3%		95.5%		95.5%
<b>Student Suspensions</b>	164	8.5%	175	9.0%	187	9.5%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	2.1%	3.5%	2.8%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	99%	99%	98%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	152
Total Other Professional Staff	19
Total Paraprofessionals	NA
Teaching Out of Certification*	2

\*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	404	377	93%	403	373	93%	406	380	94%
Students with Disabilities	50	30	60%	26	14	54%	47	24	51%
All Students	454	407	90%	429	387	90%	453	404	89%

\*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	255	167	3	5	16	7
Percent	56%	37%	1%	1%	4%	2%

## 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)
47	24	4	51

\*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	20		31		18	1.0%
	Entered GED Program*	4		2		5	0.3%
	Total Noncompleters	24		33		23	1.3%
Students with Disabilities	Dropped Out	8		9		5	2.7%
	Entered GED Program*	2		1		2	1.1%
	Total Noncompleters	10		10		7	3.8%
All Students	Dropped Out	28	1.4%	40	2.0%	23	1.2%
	Entered GED Program*	6	0.3%	3	0.2%	7	0.4%
	Total Noncompleters	34	1.7%	43	2.2%	30	1.5%

\*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)

# 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%	0	0%	0	0%

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	32	78%	0	0%	33	85%
Science	16	63%	1	#	36	50%
Reading	14	86%	2	#	24	79%
Writing	9	78%	9	67%	18	89%
Global Studies	20	70%	2	#	25	48%
U.S. Hist & Gov't	7	57%	3	#	11	64%

(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	463	497	517	37	58	45
Number Scoring 55–100	452	481	500	30	47	35
Number Scoring 65–100	436	469	486	22	41	30
Number Scoring 85–100	289	256	277	0	5	0
Percentage of Tested Scoring 55–100	98%	97%	97%	81%	81%	78%
Percentage of Tested Scoring 65–100	94%	94%	94%	59%	71%	67%
Percentage of Tested Scoring 85–100	62%	52%	54%	0%	9%	0%
<b>Mathematics A</b>						
Number Tested	400	458	396	48	41	47
Number Scoring 55–100	365	429	383	38	33	41
Number Scoring 65–100	320	385	375	31	24	37
Number Scoring 85–100	69	114	157	2	4	7
Percentage of Tested Scoring 55–100	91%	94%	97%	79%	80%	87%
Percentage of Tested Scoring 65–100	80%	84%	95%	65%	59%	79%
Percentage of Tested Scoring 85–100	17%	25%	40%	4%	10%	15%
<b>Mathematics B</b>						
Number Tested	0	292	381	0	5	8
Number Scoring 55–100	0	275	366	0	4	8
Number Scoring 65–100	0	261	347	0	4	8
Number Scoring 85–100	0	107	167	0	0	2
Percentage of Tested Scoring 55–100	0%	94%	96%	0%	80%	100%
Percentage of Tested Scoring 65–100	0%	89%	91%	0%	80%	100%
Percentage of Tested Scoring 85–100	0%	37%	44%	0%	0%	25%
<b>Global History and Geography</b>						
Number Tested	467	527	502	53	49	56
Number Scoring 55–100	460	512	474	47	43	43
Number Scoring 65–100	439	494	454	37	34	33
Number Scoring 85–100	191	263	263	2	3	4
Percentage of Tested Scoring 55–100	99%	97%	94%	89%	88%	77%
Percentage of Tested Scoring 65–100	94%	94%	90%	70%	69%	59%
Percentage of Tested Scoring 85–100	41%	50%	52%	4%	6%	7%
<b>U.S. History and Government</b>						
Number Tested	481	493	519	49	56	44
Number Scoring 55–100	469	487	504	42	52	40
Number Scoring 65–100	454	472	485	38	43	35
Number Scoring 85–100	219	303	294	3	10	1
Percentage of Tested Scoring 55–100	98%	99%	97%	86%	93%	91%
Percentage of Tested Scoring 65–100	94%	96%	93%	78%	77%	80%
Percentage of Tested Scoring 85–100	46%	61%	57%	6%	18%	2%

(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	469	466	490	28	25	47
Number Scoring 55–100	469	465	488	28	24	46
Number Scoring 65–100	467	459	473	26	24	38
Number Scoring 85–100	212	218	202	2	3	1
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	96%	98%
Percentage of Tested Scoring 65–100	100%	98%	97%	93%	96%	81%
Percentage of Tested Scoring 85–100	45%	47%	41%	7%	12%	2%
<b>Physical Setting/Earth Science</b>						
Number Tested	262	299	269	12	8	3
Number Scoring 55–100	262	298	265	12	8	#
Number Scoring 65–100	259	292	261	11	6	#
Number Scoring 85–100	145	151	150	4	2	#
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	#
Percentage of Tested Scoring 65–100	99%	98%	97%	92%	75%	#
Percentage of Tested Scoring 85–100	55%	51%	56%	33%	25%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	346	327	349	6	7	5
Number Scoring 55–100	342	322	342	6	7	5
Number Scoring 65–100	306	281	322	5	5	5
Number Scoring 85–100	96	93	87	0	0	0
Percentage of Tested Scoring 55–100	99%	98%	98%	100%	100%	100%
Percentage of Tested Scoring 65–100	88%	86%	92%	83%	71%	100%
Percentage of Tested Scoring 85–100	28%	28%	25%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			147			3
Number Scoring 55–100			147			#
Number Scoring 65–100			139			#
Number Scoring 85–100			63			#
Percentage of Tested Scoring 55–100			100%			#
Percentage of Tested Scoring 65–100			95%			#
Percentage of Tested Scoring 85–100			43%			#

\* 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	105	89	57	1	0	1
Number Scoring 55–100	105	89	57	#	0	#
Number Scoring 65–100	105	89	57	#	0	#
Number Scoring 85–100	67	76	49	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	64%	85%	86%	#	0%	#
<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	37	39	25	0	1	0
Number Scoring 55–100	37	39	25	0	#	0
Number Scoring 65–100	37	39	25	0	#	0
Number Scoring 85–100	21	32	21	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	57%	82%	84%	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	191	225	250	5	7	5
Number Scoring 55–100	191	225	250	5	7	5
Number Scoring 65–100	191	225	247	5	7	5
Number Scoring 85–100	163	187	190	4	5	3
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 85–100	85%	83%	76%	80%	71%	60%
<b>Comprehensive Latin</b>						
Number Tested	18	20	35	0	0	0
Number Scoring 55–100	18	20	35	0	0	0
Number Scoring 65–100	18	20	35	0	0	0
Number Scoring 85–100	14	8	32	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	78%	40%	91%	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	389	38	0	8	0	0
Number Scoring 55–100	372	34	0	8	0	0
Number Scoring 65–100	342	26	0	8	0	0
Number Scoring 85–100	216	4	0	3	0	0
Percentage of Tested Scoring 55–100	96%	89%	0%	100%	0%	0%
Percentage of Tested Scoring 65–100	88%	68%	0%	100%	0%	0%
Percentage of Tested Scoring 85–100	56%	11%	0%	38%	0%	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	101	98%	91	96%	15	100%
Students with Disabilities	25	100%	26	85%	3	#

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	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	416	416	416	59	59	59	475	475	475
Number Scoring 55–64	0	0	0	4	4	0	4	4	0
Number Scoring 65–84	218	123	163	40	34	30	258	157	193
Number Scoring 85–100	187	281	248	2	9	6	189	290	254
Approved Alternatives	4	0	0	0	0	0	4	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			22			1
Beginning (0-18)			1			#
Intermediate (19-31)			5			#
Advanced (32-36)			9			#
Proficient (37-39)			7			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			22			1
Beginning (0-14)			3			#
Intermediate (15-24)			10			#
Advanced (25-32)			7			#
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 - L)