

New York State District Report Card

Comprehensive Information Report

BEDS Code: 58-06-01-04-0000
 Name: Shoreham-Wading River Central School District
 Superintendent: Robert W. Pellicone

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	176	169	284
First	180	181	271
Second	202	196	191
Third	242	203	198
Fourth	198	249	208
Fifth	214	201	252
Sixth	204	220	204
Ungraded Elementary	0	3	0
Seventh	199	207	230
Eighth	201	204	215
Ninth	192	198	200
Tenth	229	226	197
Eleventh	197	218	202
Twelfth	179	198	224
Ungraded Secondary	8	13	1
Total K-12 Enrollment	2621	2686	2877

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	52	2.0%	59	2.2%	243	8.4%
Black (Not Hispanic)	21	0.8%	33	1.2%	36	1.3%
Hispanic	23	0.9%	67	2.5%	56	1.9%
White (Not Hispanic)	2525	96.3%	2527	94.1%	2542	88.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	22	21	21
Common Branch	22	22	21
English Grade 8	22	22	21
Mathematics Grade 8	22	17	17
Science Grade 8	21	17	20
Social Studies Grade 8	24	23	22
English Grade 10	19	18	18
Mathematics Grade 10	23	20	19
Science Grade 10	13	12	12
Social Studies Grade 10	21	23	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low 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	15	0.6%	10	0.4%	8	0.3%
Eligible for Free Lunch	11	0.4%	4	0.2%	19	0.7%

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%		95.5%		94.2%
Student Suspensions	59	2.3%	69	2.6%	45	1.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.1%	0.0%	0.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	223
Total Other Professional Staff	29
Total Paraprofessionals	59
Teaching Out of Certification*	6

*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	155	123	79%	168	126	75%	187	164	88%
Students with Disabilities	14	1	7%	19	7	37%	29	10	34%
All Students	169	124	73%	187	133	71%	216	174	81%

*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	137	61	3	4	10	1
Percent	63%	28%	1%	2%	5%	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)
29	10	1	30

*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	0		5		1	0.1%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		5		1	0.1%
Students with Disabilities	Dropped Out	1		1		3	2.1%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		1		3	2.1%
All Students	Dropped Out	1	0.1%	6	0.7%	4	0.5%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	1	0.1%	6	0.7%	4	0.5%

*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)

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%	14%
2-3	0%	0%	42%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	152
	Number of Students with Disabilities	0	0	48
	Number of All Students	0	0	200
	Percent of Enrollment	0%	0%	43%
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	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%

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%	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	7	100%	2	#	1	#
Science	3	#	1	#	0	0%
Reading	0	0%	2	#	0	0%
Writing	0	0%	3	#	0	0%
Global Studies	3	#	2	#	1	#
U.S. Hist & Gov't	7	86%	2	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	60%	23	96%	9	89%
Science	3	#	3	#	11	82%
Reading	6	17%	8	100%	7	100%
Writing	1	#	9	100%	5	100%
Global Studies	4	#	14	79%	10	80%
U.S. Hist & Gov't	10	90%	7	57%	7	43%

(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	186	222	200	12	27	36
Number Scoring 55–100	177	215	194	10	21	30
Number Scoring 65–100	161	211	186	8	19	27
Number Scoring 85–100	69	111	107	0	5	5
Percentage of Tested Scoring 55–100	95%	97%	97%	83%	78%	83%
Percentage of Tested Scoring 65–100	87%	95%	93%	67%	70%	75%
Percentage of Tested Scoring 85–100	37%	50%	54%	0%	19%	14%
Mathematics A						
Number Tested	188	239	239	10	18	58
Number Scoring 55–100	164	223	232	9	14	51
Number Scoring 65–100	137	208	214	7	13	41
Number Scoring 85–100	49	27	72	2	0	3
Percentage of Tested Scoring 55–100	87%	93%	97%	90%	78%	88%
Percentage of Tested Scoring 65–100	73%	87%	90%	70%	72%	71%
Percentage of Tested Scoring 85–100	26%	11%	30%	20%	0%	5%
Mathematics B						
Number Tested	0	126	113	0	6	3
Number Scoring 55–100	0	110	105	0	4	#
Number Scoring 65–100	0	90	94	0	2	#
Number Scoring 85–100	0	29	38	0	0	#
Percentage of Tested Scoring 55–100	0%	87%	93%	0%	67%	#
Percentage of Tested Scoring 65–100	0%	71%	83%	0%	33%	#
Percentage of Tested Scoring 85–100	0%	23%	34%	0%	0%	#
Global History and Geography						
Number Tested	219	227	189	17	32	33
Number Scoring 55–100	212	218	182	14	31	28
Number Scoring 65–100	192	202	166	10	28	23
Number Scoring 85–100	55	70	67	2	3	3
Percentage of Tested Scoring 55–100	97%	96%	96%	82%	97%	85%
Percentage of Tested Scoring 65–100	88%	89%	88%	59%	88%	70%
Percentage of Tested Scoring 85–100	25%	31%	35%	12%	9%	9%
U.S. History and Government						
Number Tested	175	224	199	13	24	33
Number Scoring 55–100	164	217	191	9	20	30
Number Scoring 65–100	142	208	182	6	18	25
Number Scoring 85–100	53	91	94	1	5	6
Percentage of Tested Scoring 55–100	94%	97%	96%	69%	83%	91%
Percentage of Tested Scoring 65–100	81%	93%	91%	46%	75%	76%
Percentage of Tested Scoring 85–100	30%	41%	47%	8%	21%	18%

(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	182	228	205	25	27	32
Number Scoring 55–100	182	228	205	25	27	32
Number Scoring 65–100	180	224	198	23	25	26
Number Scoring 85–100	83	75	76	2	2	0
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	98%	97%	92%	93%	81%
Percentage of Tested Scoring 85–100	46%	33%	37%	8%	7%	0%
Physical Setting/Earth Science						
Number Tested	98	145	152	7	13	17
Number Scoring 55–100	97	140	151	7	12	17
Number Scoring 65–100	94	138	147	6	11	14
Number Scoring 85–100	29	83	72	0	5	4
Percentage of Tested Scoring 55–100	99%	97%	99%	100%	92%	100%
Percentage of Tested Scoring 65–100	96%	95%	97%	86%	85%	82%
Percentage of Tested Scoring 85–100	30%	57%	47%	0%	38%	24%
Physical Setting/Chemistry						
Number Tested	137	74	37	2	3	1
Number Scoring 55–100	134	73	36	#	#	#
Number Scoring 65–100	105	69	33	#	#	#
Number Scoring 85–100	14	27	7	#	#	#
Percentage of Tested Scoring 55–100	98%	99%	97%	#	#	#
Percentage of Tested Scoring 65–100	77%	93%	89%	#	#	#
Percentage of Tested Scoring 85–100	10%	36%	19%	#	#	#
Physical Setting/Physics						
Number Tested			11			1
Number Scoring 55–100			11			#
Number Scoring 65–100			11			#
Number Scoring 85–100			4			#
Percentage of Tested Scoring 55–100			100%			#
Percentage of Tested Scoring 65–100			100%			#
Percentage of Tested Scoring 85–100			36%			#

* 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	43	19	21	1	0	0
Number Scoring 55–100	43	19	21	#	0	0
Number Scoring 65–100	42	19	20	#	0	0
Number Scoring 85–100	18	13	13	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	98%	100%	95%	#	0%	0%
Percentage of Tested Scoring 85–100	42%	68%	62%	#	0%	0%
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	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	68	100	84	1	0	1
Number Scoring 55–100	68	100	83	#	0	#
Number Scoring 65–100	68	100	82	#	0	#
Number Scoring 85–100	45	57	53	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	99%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	98%	#	0%	#
Percentage of Tested Scoring 85–100	66%	57%	63%	#	0%	#
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	123	0	1	3	0	0
Number Scoring 55–100	116	0	#	#	0	0
Number Scoring 65–100	108	0	#	#	0	0
Number Scoring 85–100	58	0	#	#	0	0
Percentage of Tested Scoring 55–100	94%	0%	#	#	0%	0%
Percentage of Tested Scoring 65–100	88%	0%	#	#	0%	0%
Percentage of Tested Scoring 85–100	47%	0%	#	#	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	45	84%	23	100%	59	97%
Students with Disabilities	16	88%	9	89%	32	91%

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	207	3%	4%	70%	23%
	Students with Disabilities	37	11%	14%	65%	11%
	All Students	244	4%	6%	69%	21%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	191	0%	22%	63%	15%
	Students with Disabilities	22	0%	68%	32%	0%
	All Students	213	0%	27%	60%	14%

(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	1	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	28	28	28	214	214	214
Number Scoring 55–64	4	6	1	6	2	1	10	8	2
Number Scoring 65–84	125	95	88	15	13	19	140	108	107
Number Scoring 85–100	56	85	95	2	7	4	58	92	99
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 K-1)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 2-4)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
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 – 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			2			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 7-8)						
Number Tested			2			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#
Listening and Speaking (Grade 9-12)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			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)