

New York State School Report Card Comprehensive Information Report

BEDS Code: 01-06-05-06-0010

Grade Range : 9-12

Name: Shaker High School

Principal: James O. Jackson

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	513	517	513
Tenth	478	483	504
Eleventh	503	462	491
Twelfth	432	489	461
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1926	1951	1969

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	155	8.0%	137	7.0%	139	7.1%
Black (Not Hispanic)	52	2.7%	71	3.6%	85	4.3%
Hispanic	31	1.6%	33	1.7%	38	1.9%
White (Not Hispanic)	1688	87.6%	1710	87.6%	1707	86.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	24	22	22
Mathematics Grade 10	20	20	20
Science Grade 10	20	20	21
Social Studies Grade 10	22	21	20

(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
53	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 middle 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	30	1.6%	15	0.8%	23	1.2%
Eligible for Free Lunch	92	4.8%	55	2.8%	84	4.3%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.0%		95.3%		95.5%
Student Suspensions	153	8.3%	164	8.5%	175	9.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.2%	2.1%	3.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	95%	99%	99%

Staff Counts

Staff	2002–2003
Total Teachers	145
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	377	334	89%	404	377	93%	403	373	93%
Students with Disabilities	30	9	30%	50	30	60%	26	14	54%
All Students	407	343	84%	454	407	90%	429	387	90%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000–2001 school year include January, June and August 2001 graduates; data for the 2001–2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	265	147	0	2	10	5
Percent	62%	34%	0%	0%	2%	1%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
26	14	4	30

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			20		31	
	Entered GED Program*			4		2	
	Total Noncompleters			24		33	
Students with Disabilities	Dropped Out			8		9	
	Entered GED Program*			2		1	
	Total Noncompleters			10		10	
All Students	Dropped Out	19	1.0%	28	1.4%	40	2.0%
	Entered GED Program*	0	0.0%	6	0.3%	3	0.2%
	Total Noncompleters	19	1.0%	34	1.7%	43	2.2%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000–01	2001–02	2002–03
K–1		0%	0%
2–3		0%	0%

Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9–12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	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	2000–2001		2001–2002		2002–2003	
	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%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	3	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	100%	32	78%	0	0%
Science	19	58%	16	62%	1	#
Reading	19	89%	14	86%	2	#
Writing	27	100%	9	78%	9	67%
Global Studies	11	45%	20	70%	2	#
U.S. Hist & Gov't	16	75%	7	57%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	485	463	497	51	37	58
Number Scoring 55–100	478	452	481	46	30	47
Number Scoring 65–100	470	436	469	43	22	41
Number Scoring 85–100	282	289	256	5	0	5
Percentage of Tested Scoring 55–100	99%	98%	97%	90%	81%	81%
Percentage of Tested Scoring 65–100	97%	94%	94%	84%	59%	71%
Percentage of Tested Scoring 85–100	58%	62%	52%	10%	0%	9%
Mathematics A						
Number Tested	308	400	458	30	48	41
Number Scoring 55–100	265	365	429	20	38	33
Number Scoring 65–100	234	320	385	15	31	24
Number Scoring 85–100	85	69	114	3	2	4
Percentage of Tested Scoring 55–100	86%	91%	94%	67%	79%	80%
Percentage of Tested Scoring 65–100	76%	80%	84%	50%	65%	59%
Percentage of Tested Scoring 85–100	28%	17%	25%	10%	4%	10%
Mathematics B (first administered June 2001)						
Number Tested	0	0	292	0	0	5
Number Scoring 55–100	0	0	275	0	0	4
Number Scoring 65–100	0	0	261	0	0	4
Number Scoring 85–100	0	0	107	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	94%	0%	0%	80%
Percentage of Tested Scoring 65–100	0%	0%	89%	0%	0%	80%
Percentage of Tested Scoring 85–100	0%	0%	37%	0%	0%	0%
Global History and Geography						
Number Tested	474	467	527	42	53	49
Number Scoring 55–100	472	460	512	40	47	43
Number Scoring 65–100	462	439	494	31	37	34
Number Scoring 85–100	258	191	263	2	2	3
Percentage of Tested Scoring 55–100	100%	99%	97%	95%	89%	88%
Percentage of Tested Scoring 65–100	97%	94%	94%	74%	70%	69%
Percentage of Tested Scoring 85–100	54%	41%	50%	5%	4%	6%
U.S. History and Government (first administered June 2001)						
Number Tested	476	481	493	52	49	56
Number Scoring 55–100	456	469	487	41	42	52
Number Scoring 65–100	440	454	472	33	38	43
Number Scoring 85–100	287	219	303	6	3	10
Percentage of Tested Scoring 55–100	96%	98%	99%	79%	86%	93%
Percentage of Tested Scoring 65–100	92%	94%	96%	63%	78%	77%
Percentage of Tested Scoring 85–100	60%	46%	61%	12%	6%	18%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	389	469	466	13	28	25
Number Scoring 55–100	389	469	465	13	28	24
Number Scoring 65–100	386	467	459	12	26	24
Number Scoring 85–100	155	212	218	0	2	3
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	96%
Percentage of Tested Scoring 65–100	99%	100%	98%	92%	93%	96%
Percentage of Tested Scoring 85–100	40%	45%	47%	0%	7%	12%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	263	262	299	10	12	8
Number Scoring 55–100	262	262	298	9	12	8
Number Scoring 65–100	258	259	292	9	11	6
Number Scoring 85–100	153	145	151	4	4	2
Percentage of Tested Scoring 55–100	100%	100%	100%	90%	100%	100%
Percentage of Tested Scoring 65–100	98%	99%	98%	90%	92%	75%
Percentage of Tested Scoring 85–100	58%	55%	51%	40%	33%	25%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		346	327		6	7
Number Scoring 55–100		342	322		6	7
Number Scoring 65–100		306	281		5	5
Number Scoring 85–100		96	93		0	0
Percentage of Tested Scoring 55–100		99%	98%		100%	100%
Percentage of Tested Scoring 65–100		88%	86%		83%	71%
Percentage of Tested Scoring 85–100		28%	28%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	101	105	89	1	1	0
Number Scoring 55–100	101	105	89	#	#	0
Number Scoring 65–100	98	105	89	#	#	0
Number Scoring 85–100	78	67	76	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	97%	100%	100%	#	#	0%
Percentage of Tested Scoring 85–100	77%	64%	85%	#	#	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	24	37	39	0	0	1
Number Scoring 55–100	24	37	39	0	0	#
Number Scoring 65–100	24	37	39	0	0	#
Number Scoring 85–100	21	21	32	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	88%	57%	82%	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	174	191	225	2	5	7
Number Scoring 55–100	174	191	225	#	5	7
Number Scoring 65–100	174	191	225	#	5	7
Number Scoring 85–100	153	163	187	#	4	5
Percentage of Tested Scoring 55–100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 85–100	88%	85%	83%	#	80%	71%
Comprehensive Latin						
Number Tested	35	18	20	0	0	0
Number Scoring 55–100	35	18	20	0	0	0
Number Scoring 65–100	35	18	20	0	0	0
Number Scoring 85–100	28	14	8	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	80%	78%	40%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	428	19	1	20	2	0
Number Scoring 55–100	404	10	#	17	#	0
Number Scoring 65–100	383	9	#	14	#	0
Number Scoring 85–100	241	1	#	6	#	0
Percentage of Tested Scoring 55–100	94%	53%	#	85%	#	0%
Percentage of Tested Scoring 65–100	89%	47%	#	70%	#	0%
Percentage of Tested Scoring 85–100	56%	5%	#	30%	#	0%
Sequential Mathematics, Course III						
Number Tested	410	389	38	8	8	0
Number Scoring 55–100	381	372	34	7	8	0
Number Scoring 65–100	349	342	26	5	8	0
Number Scoring 85–100	217	216	4	2	3	0
Percentage of Tested Scoring 55–100	93%	96%	89%	88%	100%	0%
Percentage of Tested Scoring 65–100	85%	88%	68%	62%	100%	0%
Percentage of Tested Scoring 85–100	53%	56%	11%	25%	38%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	81	98%	101	98%	91	96%
Students with Disabilities	28	93%	25	100%	26	85%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	402	402	402	33	33	33	435	435	435
Number Scoring 55–64	0	2	1	3	2	1	3	4	2
Number Scoring 65–84	150	180	144	24	22	14	174	202	158
Number Scoring 85–100	246	210	256	1	2	2	247	212	258
Approved Alternatives	2	0	0	0	0	0	2	0	0

(Form – K)