

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0109
 Name: Seneca Vocational High School
 Principal: Robert Barton

Grade Range : 9-12

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	226	166	226
Tenth	126	192	177
Eleventh	177	137	116
Twelfth	111	160	125
Ungraded Secondary	60	0	0
Total K-12 Enrollment	700	655	644

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	8	1.1%	4	0.6%	1	0.2%
Black (Not Hispanic)	553	79.0%	527	80.5%	524	81.4%
Hispanic	29	4.1%	28	4.3%	31	4.8%
White (Not Hispanic)	110	15.7%	96	14.7%	88	13.7%

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	21	20	24
Mathematics Grade 10	0	23	24
Science Grade 10	24	19	24
Social Studies Grade 10	19	18	27

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

Similar School Group and Description

Similar School Group	Description
41	All schools in this group are secondary level schools in large cities other than New York City. 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	3	0.4%	9	1.4%	13	2.0%
Eligible for Free Lunch	429	61.3%	382	58.3%	378	58.7%

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		85.9%		89.3%		89.8%
Student Suspensions	26	3.6%	70	10.0%	14	2.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	14.0%	14.5%	12.9%
Public Assistance	71-80%	71-80%	71-80%
Student Stability	100%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	52
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	NA
Teachers with Temporary Licenses	NA

*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	86	3	3%	95	11	12%	79	21	27%
Students with Disabilities	5	0	0%	0	0	0%	7	1	14%
All Students	91	3	3%	95	11	12%	86	22	26%

*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	42	20	2	6	7	9
Percent	49%	23%	2%	7%	8%	10%

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)
7	1	17	24

*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			55		47	
	Entered GED Program*			8		5	
	Total Noncompleters			63		52	
Students with Disabilities	Dropped Out			5		9	
	Entered GED Program*			2		4	
	Total Noncompleters			7		13	
All Students	Dropped Out	5	0.7%	60	9.2%	56	8.7%
	Entered GED Program*	11	1.6%	10	1.5%	9	1.4%
	Total Noncompleters	16	2.3%	70	10.7%	65	10.1%

*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	149	67%	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	2	#	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	2	#	6	100%	0	0%
Science	3	#	0	0%	3	#
Reading	0	0%	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	2	#	6	50%	2	#
U.S. Hist & Gov't	9	78%	12	67%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	100%	1	#	0	0%
Science	0	0%	0	0%	4	#
Reading	1	#	1	#	0	0%
Writing	1	#	1	#	0	0%
Global Studies	2	#	1	#	4	#
U.S. Hist & Gov't	1	#	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	163	112	141	11	0	10
Number Scoring 55–100	154	84	112	8	0	8
Number Scoring 65–100	107	56	69	4	0	5
Number Scoring 85–100	2	5	4	0	0	0
Percentage of Tested Scoring 55–100	94%	75%	79%	73%	0%	80%
Percentage of Tested Scoring 65–100	66%	50%	49%	36%	0%	50%
Percentage of Tested Scoring 85–100	1%	4%	3%	0%	0%	0%
Mathematics A						
Number Tested	216	229	179	17	1	8
Number Scoring 55–100	86	69	62	3	#	3
Number Scoring 65–100	21	23	18	2	#	1
Number Scoring 85–100	0	0	0	0	#	0
Percentage of Tested Scoring 55–100	40%	30%	35%	18%	#	38%
Percentage of Tested Scoring 65–100	10%	10%	10%	12%	#	12%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	#	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	178	170	146	10	0	12
Number Scoring 55–100	161	159	121	9	0	8
Number Scoring 65–100	105	111	104	4	0	5
Number Scoring 85–100	2	3	11	0	0	0
Percentage of Tested Scoring 55–100	90%	94%	83%	90%	0%	67%
Percentage of Tested Scoring 65–100	59%	65%	71%	40%	0%	42%
Percentage of Tested Scoring 85–100	1%	2%	8%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	146	149	139	7	1	9
Number Scoring 55–100	80	131	132	3	#	9
Number Scoring 65–100	52	90	111	2	#	8
Number Scoring 85–100	7	5	10	1	#	0
Percentage of Tested Scoring 55–100	55%	88%	95%	43%	#	100%
Percentage of Tested Scoring 65–100	36%	60%	80%	29%	#	89%
Percentage of Tested Scoring 85–100	5%	3%	7%	14%	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	337	160	207	33	0	40
Number Scoring 55–100	317	150	120	28	0	17
Number Scoring 65–100	239	122	73	22	0	9
Number Scoring 85–100	4	1	2	1	0	0
Percentage of Tested Scoring 55–100	94%	94%	58%	85%	0%	42%
Percentage of Tested Scoring 65–100	71%	76%	35%	67%	0%	23%
Percentage of Tested Scoring 85–100	1%	1%	1%	3%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	17	134	154	1	0	13
Number Scoring 55–100	17	89	102	#	0	7
Number Scoring 65–100	8	47	53	#	0	4
Number Scoring 85–100	0	0	1	#	0	0
Percentage of Tested Scoring 55–100	100%	66%	66%	#	0%	54%
Percentage of Tested Scoring 65–100	47%	35%	34%	#	0%	31%
Percentage of Tested Scoring 85–100	0%	0%	1%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		126	96		0	4
Number Scoring 55–100		57	51		0	#
Number Scoring 65–100		17	13		0	#
Number Scoring 85–100		0	0		0	#
Percentage of Tested Scoring 55–100		45%	53%		0%	#
Percentage of Tested Scoring 65–100		13%	14%		0%	#
Percentage of Tested Scoring 85–100		0%	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)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	20	90%	156	85%	172	55%
Students with Disabilities	2	#	2	#	53	19%

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	98	98	98	9	9	9	107	107	107
Number Scoring 55–64	22	24	11	1	1	0	23	25	11
Number Scoring 65–84	68	50	83	2	1	2	70	51	85
Number Scoring 85–100	2	3	3	0	0	1	2	3	4
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)