

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-52-07-0000

Name: Sewanhaka Central High School District

Superintendent: George Goldstein

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	1471	1457	1419
Eighth	1360	1405	1469
Ninth	1352	1482	1492
Tenth	1294	1340	1443
Eleventh	1186	1262	1252
Twelfth	1102	1131	1119
Ungraded Secondary	48	46	72
Total K-12 Enrollment	7813	8123	8266

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	898	11.5%	995	12.2%	995	12.0%
Black (Not Hispanic)	1822	23.3%	2006	24.7%	2067	25.0%
Hispanic	843	10.8%	976	12.0%	1028	12.4%
White (Not Hispanic)	4250	54.4%	4146	51.0%	4176	50.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	27	25	27
Mathematics Grade 8	27	25	26
Science Grade 8	28	28	27
Social Studies Grade 8	28	26	28
English Grade 10	26	27	27
Mathematics Grade 10	26	24	25
Science Grade 10	26	25	27
Social Studies Grade 10	27	26	28

(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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	143	1.8%	125	1.5%	219	2.6%
Eligible for Free Lunch	727	9.3%	735	9.0%	762	9.2%

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		94.7%		95.1%		95.3%
Student Suspensions	563	7.4%	643	8.2%	619	7.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.8%	4.1%	4.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	532
Total Other Professional Staff	117
Total Paraprofessionals	57
Teaching Out of Certification*	7
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	1048	722	69%	1068	861	81%	1114	842	76%
Students with Disabilities	53	10	19%	67	36	54%	76	12	16%
All Students	1101	732	66%	1135	897	79%	1190	854	72%

*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	790	327	6	14	42	11
Percent	66%	27%	1%	1%	4%	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)
76	12	4	80

*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			21		11	
	Entered GED Program*			25		74	
	Total Noncompleters			46		85	
Students with Disabilities	Dropped Out			6		3	
	Entered GED Program*			8		14	
	Total Noncompleters			14		17	
All Students	Dropped Out	15	0.3%	27	0.5%	14	0.3%
	Entered GED Program*	40	0.8%	33	0.6%	88	1.6%
	Total Noncompleters	55	1.1%	60	1.1%	102	1.9%

*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		1815	2550
	Number of Students with Disabilities		257	338
	Number of All Students		2072	2888
	Percent of Enrollment		72%	99%
9-12	Number of General-Education Students		4335	4724
	Number of Students with Disabilities		302	531
	Number of All Students		4637	5255
	Percent of Enrollment		88%	98%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	75	95%	0	0%	32	97%
German	0	0%	0	0%	0	0%
Italian	43	98%	0	0%	96	99%
Latin	0	0%	0	0%	0	0%
Spanish	240	98%	180	95%	258	98%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	1	#	0	0%	2	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	6	83%	3	#

(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	3	#	47	79%	128	64%
Science	22	73%	24	83%	56	55%
Reading	0	0%	36	58%	16	62%
Writing	0	0%	36	58%	15	47%
Global Studies	12	67%	4	#	33	61%
U.S. Hist & Gov't	34	62%	5	80%	17	65%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	82	79%	53	87%	68	82%
Science	47	70%	41	71%	21	48%
Reading	21	81%	26	65%	21	90%
Writing	28	86%	23	83%	19	95%
Global Studies	24	46%	11	45%	27	74%
U.S. Hist & Gov't	17	47%	13	77%	7	57%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	1253	1210	1295	85	89	112
Number Scoring 55–100	1215	1173	1247	69	76	89
Number Scoring 65–100	1116	1113	1210	49	58	78
Number Scoring 85–100	365	567	810	0	2	22
Percentage of Tested Scoring 55–100	97%	97%	96%	81%	85%	79%
Percentage of Tested Scoring 65–100	89%	92%	93%	58%	65%	70%
Percentage of Tested Scoring 85–100	29%	47%	63%	0%	2%	20%
Mathematics A						
Number Tested	0	374	1510	0	23	123
Number Scoring 55–100	0	301	1299	0	7	71
Number Scoring 65–100	0	278	1134	0	3	43
Number Scoring 85–100	0	207	343	0	1	6
Percentage of Tested Scoring 55–100	0%	80%	86%	0%	30%	58%
Percentage of Tested Scoring 65–100	0%	74%	75%	0%	13%	35%
Percentage of Tested Scoring 85–100	0%	55%	23%	0%	4%	5%
Mathematics B (first administered June 2001)						
Number Tested	0	0	250	0	0	1
Number Scoring 55–100	0	0	229	0	0	#
Number Scoring 65–100	0	0	217	0	0	#
Number Scoring 85–100	0	0	89	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	92%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	87%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	36%	0%	0%	#
Global History and Geography						
Number Tested	1318	1188	1442	79	97	137
Number Scoring 55–100	1275	1143	1350	62	88	109
Number Scoring 65–100	1206	1074	1261	53	64	93
Number Scoring 85–100	477	353	527	4	2	6
Percentage of Tested Scoring 55–100	97%	96%	94%	78%	91%	80%
Percentage of Tested Scoring 65–100	92%	90%	87%	67%	66%	68%
Percentage of Tested Scoring 85–100	36%	30%	37%	5%	2%	4%
U.S. History and Government (first administered June 2001)						
Number Tested	1244	1095	1291	79	82	108
Number Scoring 55–100	1180	1059	1248	65	68	89
Number Scoring 65–100	1117	998	1210	54	54	81
Number Scoring 85–100	615	334	703	13	4	18
Percentage of Tested Scoring 55–100	95%	97%	97%	82%	83%	82%
Percentage of Tested Scoring 65–100	90%	91%	94%	68%	66%	75%
Percentage of Tested Scoring 85–100	49%	31%	54%	16%	5%	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	1170	1254	1486	68	104	130
Number Scoring 55–100	1156	1219	1445	59	100	117
Number Scoring 65–100	1118	1188	1380	50	92	95
Number Scoring 85–100	284	436	485	1	10	9
Percentage of Tested Scoring 55–100	99%	97%	97%	87%	96%	90%
Percentage of Tested Scoring 65–100	96%	95%	93%	74%	88%	73%
Percentage of Tested Scoring 85–100	24%	35%	33%	1%	10%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	1126	1221	1065	46	45	61
Number Scoring 55–100	1070	1175	980	46	41	51
Number Scoring 65–100	1008	1103	889	42	31	40
Number Scoring 85–100	410	463	392	2	6	3
Percentage of Tested Scoring 55–100	95%	96%	92%	100%	91%	84%
Percentage of Tested Scoring 65–100	90%	90%	83%	91%	69%	66%
Percentage of Tested Scoring 85–100	36%	38%	37%	4%	13%	5%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		948	1135		19	27
Number Scoring 55–100		862	1033		12	22
Number Scoring 65–100		658	766		6	15
Number Scoring 85–100		111	147		1	0
Percentage of Tested Scoring 55–100		91%	91%		63%	81%
Percentage of Tested Scoring 65–100		69%	67%		32%	56%
Percentage of Tested Scoring 85–100		12%	13%		5%	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	129	81	249	0	0	6
Number Scoring 55–100	128	80	239	0	0	4
Number Scoring 65–100	125	77	231	0	0	4
Number Scoring 85–100	69	31	140	0	0	3
Percentage of Tested Scoring 55–100	99%	99%	96%	0%	0%	67%
Percentage of Tested Scoring 65–100	97%	95%	93%	0%	0%	67%
Percentage of Tested Scoring 85–100	53%	38%	56%	0%	0%	50%
Comprehensive Italian						
Number Tested	111	151	141	2	4	4
Number Scoring 55–100	110	151	141	#	#	#
Number Scoring 65–100	109	145	141	#	#	#
Number Scoring 85–100	90	75	100	#	#	#
Percentage of Tested Scoring 55–100	99%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	98%	96%	100%	#	#	#
Percentage of Tested Scoring 85–100	81%	50%	71%	#	#	#
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	620	473	666	10	7	21
Number Scoring 55–100	617	467	663	10	7	21
Number Scoring 65–100	610	463	646	9	7	18
Number Scoring 85–100	419	315	407	2	4	8
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	98%	97%	90%	100%	86%
Percentage of Tested Scoring 85–100	68%	67%	61%	20%	57%	38%
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	1245	1115	414	45	92	34
Number Scoring 55–100	1022	786	294	29	56	16
Number Scoring 65–100	934	648	245	26	42	10
Number Scoring 85–100	459	130	15	14	1	1
Percentage of Tested Scoring 55–100	82%	70%	71%	64%	61%	47%
Percentage of Tested Scoring 65–100	75%	58%	59%	58%	46%	29%
Percentage of Tested Scoring 85–100	37%	12%	4%	31%	1%	3%
Sequential Mathematics, Course III						
Number Tested	783	923	649	13	18	14
Number Scoring 55–100	675	772	490	10	8	7
Number Scoring 65–100	606	706	428	8	8	5
Number Scoring 85–100	285	374	126	4	1	0
Percentage of Tested Scoring 55–100	86%	84%	76%	77%	44%	50%
Percentage of Tested Scoring 65–100	77%	76%	66%	62%	44%	36%
Percentage of Tested Scoring 85–100	36%	41%	19%	31%	6%	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	489	99%	540	97%	629	93%
Students with Disabilities	44	77%	66	86%	88	75%

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	1320	2%	32%	55%	11%
	Students with Disabilities	137	13%	74%	13%	0%
	All Students	1457	3%	36%	51%	10%

(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	1053	1053	1053	81	81	81	1134	1134	1134
Number Scoring 55–64	9	23	11	11	16	8	20	39	19
Number Scoring 65–84	581	606	613	61	50	52	642	656	665
Number Scoring 85–100	448	401	418	3	3	3	451	404	421
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)