

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-52-07-0006
 Name: Sewanhaka High School
 Principal: Debra Lidowsky

Grade Range : 7-12

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	311	321	290
Eighth	283	250	316
Ninth	249	268	251
Tenth	234	265	269
Eleventh	225	243	243
Twelfth	195	198	216
Ungraded Secondary	0	0	20
Total K-12 Enrollment	1497	1545	1605

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	183	12.2%	206	13.3%	235	14.6%
Black (Not Hispanic)	343	22.9%	375	24.3%	397	24.7%
Hispanic	278	18.6%	308	19.9%	325	20.2%
White (Not Hispanic)	693	46.3%	656	42.5%	648	40.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	27	20	25
Mathematics Grade 8	27	22	24
Science Grade 8	26	27	24
Social Studies Grade 8	26	30	27
English Grade 10	27	26	26
Mathematics Grade 10	30	22	25
Science Grade 10	29	23	29
Social Studies Grade 10	29	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
51	All schools in this group are secondary level schools in school districts with average 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	90	6.0%	31	2.0%	33	2.1%
Eligible for Free Lunch	262	17.5%	248	16.1%	245	15.3%

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		92.7%		92.6%		94.1%
Student Suspensions	161	11.2%	217	14.5%	227	14.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.1%	5.9%	6.4%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	100%	97%

Staff Counts

Staff	2002–2003
Total Teachers	112
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	181	95	52%	192	107	56%	219	136	62%
Students with Disabilities	7	0	0%	4	0	0%	7	1	14%
All Students	188	95	51%	196	107	55%	226	137	61%

*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	119	80	1	2	16	8
Percent	53%	35%	0%	1%	7%	4%

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	2	9

*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			5		0	
	Entered GED Program*			6		35	
	Total Noncompleters			11		35	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			2		5	
	Total Noncompleters			2		5	
All Students	Dropped Out	4	0.4%	5	0.5%	0	0.0%
	Entered GED Program*	1	0.1%	8	0.8%	40	4.0%
	Total Noncompleters	5	0.6%	13	1.3%	40	4.0%

*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	547
	Number of Students with Disabilities		0	59
	Number of All Students		0	606
	Percent of Enrollment		0%	99%
9-12	Number of General-Education Students		700	863
	Number of Students with Disabilities		10	116
	Number of All Students		710	979
	Percent of Enrollment		73%	99%

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	53	100%	0	0%	50	96%

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	2	#	26	85%	5	100%
Science	6	100%	16	88%	1	#
Reading	0	0%	31	58%	1	#
Writing	0	0%	31	58%	1	#
Global Studies	5	100%	3	#	0	0%
U.S. Hist & Gov't	10	90%	2	#	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	8	100%	0	0%
Science	0	0%	24	67%	0	0%
Reading	0	0%	3	#	0	0%
Writing	0	0%	3	#	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	2	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	256	226	237	7	9	14
Number Scoring 55–100	240	213	215	6	8	9
Number Scoring 65–100	190	195	202	2	4	6
Number Scoring 85–100	48	85	115	0	0	3
Percentage of Tested Scoring 55–100	94%	94%	91%	86%	89%	64%
Percentage of Tested Scoring 65–100	74%	86%	85%	29%	44%	43%
Percentage of Tested Scoring 85–100	19%	38%	49%	0%	0%	21%
Mathematics A						
Number Tested	0	54	299	0	0	23
Number Scoring 55–100	0	49	237	0	0	10
Number Scoring 65–100	0	49	198	0	0	1
Number Scoring 85–100	0	36	38	0	0	0
Percentage of Tested Scoring 55–100	0%	91%	79%	0%	0%	43%
Percentage of Tested Scoring 65–100	0%	91%	66%	0%	0%	4%
Percentage of Tested Scoring 85–100	0%	67%	13%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	52	0	0	0
Number Scoring 55–100	0	0	46	0	0	0
Number Scoring 65–100	0	0	44	0	0	0
Number Scoring 85–100	0	0	9	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	88%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	85%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	17%	0%	0%	0%
Global History and Geography						
Number Tested	249	211	289	10	12	28
Number Scoring 55–100	237	197	256	8	12	16
Number Scoring 65–100	220	181	238	5	6	14
Number Scoring 85–100	84	58	96	0	0	1
Percentage of Tested Scoring 55–100	95%	93%	89%	80%	100%	57%
Percentage of Tested Scoring 65–100	88%	86%	82%	50%	50%	50%
Percentage of Tested Scoring 85–100	34%	27%	33%	0%	0%	4%
U.S. History and Government (first administered June 2001)						
Number Tested	216	225	226	5	6	15
Number Scoring 55–100	197	209	210	4	4	11
Number Scoring 65–100	179	191	190	4	3	8
Number Scoring 85–100	74	52	69	0	0	1
Percentage of Tested Scoring 55–100	91%	93%	93%	80%	67%	73%
Percentage of Tested Scoring 65–100	83%	85%	84%	80%	50%	53%
Percentage of Tested Scoring 85–100	34%	23%	31%	0%	0%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	194	250	268	7	14	17
Number Scoring 55–100	191	235	255	7	13	15
Number Scoring 65–100	179	226	241	6	9	7
Number Scoring 85–100	26	70	88	0	0	0
Percentage of Tested Scoring 55–100	98%	94%	95%	100%	93%	88%
Percentage of Tested Scoring 65–100	92%	90%	90%	86%	64%	41%
Percentage of Tested Scoring 85–100	13%	28%	33%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	170	183	114	4	9	3
Number Scoring 55–100	163	171	106	#	7	#
Number Scoring 65–100	152	161	101	#	2	#
Number Scoring 85–100	64	65	32	#	0	#
Percentage of Tested Scoring 55–100	96%	93%	93%	#	78%	#
Percentage of Tested Scoring 65–100	89%	88%	89%	#	22%	#
Percentage of Tested Scoring 85–100	38%	36%	28%	#	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		144	199		0	4
Number Scoring 55–100		136	186		0	#
Number Scoring 65–100		111	139		0	#
Number Scoring 85–100		21	18		0	#
Percentage of Tested Scoring 55–100		94%	93%		0%	#
Percentage of Tested Scoring 65–100		77%	70%		0%	#
Percentage of Tested Scoring 85–100		15%	9%		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	17	21	21	0	0	1
Number Scoring 55–100	17	20	20	0	0	#
Number Scoring 65–100	17	19	20	0	0	#
Number Scoring 85–100	9	6	9	0	0	#
Percentage of Tested Scoring 55–100	100%	95%	95%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	90%	95%	0%	0%	#
Percentage of Tested Scoring 85–100	53%	29%	43%	0%	0%	#
Comprehensive Italian						
Number Tested	13	18	19	0	0	1
Number Scoring 55–100	13	18	19	0	0	#
Number Scoring 65–100	13	16	19	0	0	#
Number Scoring 85–100	10	7	12	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	89%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	77%	39%	63%	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	86	90	117	0	1	2
Number Scoring 55–100	86	85	116	0	#	#
Number Scoring 65–100	86	83	114	0	#	#
Number Scoring 85–100	63	41	78	0	#	#
Percentage of Tested Scoring 55–100	100%	94%	99%	0%	#	#
Percentage of Tested Scoring 65–100	100%	92%	97%	0%	#	#
Percentage of Tested Scoring 85–100	73%	46%	67%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	207	221	40	3	6	1
Number Scoring 55–100	185	171	27	#	4	#
Number Scoring 65–100	172	142	23	#	2	#
Number Scoring 85–100	77	28	2	#	0	#
Percentage of Tested Scoring 55–100	89%	77%	68%	#	67%	#
Percentage of Tested Scoring 65–100	83%	64%	57%	#	33%	#
Percentage of Tested Scoring 85–100	37%	13%	5%	#	0%	#
Sequential Mathematics, Course III						
Number Tested	120	128	128	1	0	3
Number Scoring 55–100	108	114	103	#	0	#
Number Scoring 65–100	99	101	89	#	0	#
Number Scoring 85–100	44	47	13	#	0	#
Percentage of Tested Scoring 55–100	90%	89%	80%	#	0%	#
Percentage of Tested Scoring 65–100	82%	79%	70%	#	0%	#
Percentage of Tested Scoring 85–100	37%	37%	10%	#	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	82	99%	208	94%	216	90%
Students with Disabilities	5	80%	16	63%	16	44%

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	280	2%	49%	42%	7%
	Students with Disabilities	29	0%	100%	0%	0%
	All Students	309	2%	54%	38%	6%

(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	192	192	192	10	10	10	202	202	202
Number Scoring 55–64	4	9	4	3	2	0	7	11	4
Number Scoring 65–84	108	122	140	5	3	5	113	125	145
Number Scoring 85–100	79	53	46	0	0	0	79	53	46
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)