

# New York State School Report Card Comprehensive Information Report

BEDS Code: 56-05-01-04-0004  
 Name: South Seneca High School  
 Principal: Robert Waller

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	95	100	89
Eighth	76	92	97
Ninth	89	77	94
Tenth	96	86	76
Eleventh	67	93	83
Twelfth	92	68	88
Ungraded Secondary	0	0	0
Total K-12 Enrollment	515	516	527

## 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	0	0.0%	0	0.0%	2	0.4%
Black (Not Hispanic)	4	0.8%	2	0.4%	5	0.9%
Hispanic	2	0.4%	1	0.2%	7	1.3%
White (Not Hispanic)	509	98.8%	513	99.4%	513	97.3%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	12	16	18
Mathematics Grade 8	15	16	18
Science Grade 8	18	17	18
Social Studies Grade 8	17	17	17
English Grade 10	17	12	13
Mathematics Grade 10	12	15	0
Science Grade 10	19	0	15
Social Studies Grade 10	15	20	17

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1	0.2%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	148	28.7%	71	13.8%	107	20.3%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		91.5%		92.3%		89.0%
<b>Student Suspensions</b>	66	12.6%	67	13.0%	33	6.4%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	14.2%	15.7%	18.2%
<b>Public Assistance</b>	41-50%	41-50%	41-50%
<b>Student Stability</b>	93%	91%	97%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	68
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	1

\*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	73	41	56%	47	23	49%	60	36	60%
Students with Disabilities	7	0	0%	10	3	30%	4	2	50%
All Students	80	41	51%	57	26	46%	64	38	59%

\*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	22	26	0	10	4	2
Percent	34%	41%	0%	16%	6%	3%

## 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)
4	2	4	8

\*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			3		1	
	Entered GED Program*			2		4	
	Total Noncompleters			5		5	
Students with Disabilities	Dropped Out			1		3	
	Entered GED Program*			1		0	
	Total Noncompleters			2		3	
All Students	Dropped Out	10	2.9%	4	1.2%	4	1.2%
	Entered GED Program*	2	0.6%	3	0.9%	4	1.2%
	Total Noncompleters	12	3.5%	7	2.2%	8	2.3%

\*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		70	261
	Number of Students with Disabilities		30	80
	Number of All Students		100	341
	Percent of Enrollment		31%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	14	64%	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	25	80%	48	73%	3	#

### Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	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%	6	50%	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	1	#	1	#	1	#
Science	2	#	4	#	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	1	#	1	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	88%	2	#	13	92%
Science	8	50%	9	67%	3	#
Reading	1	#	0	0%	2	#
Writing	3	#	0	0%	2	#
Global Studies	11	18%	5	100%	6	67%
U.S. Hist & Gov't	3	#	1	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	69	75	63	7	5	11
Number Scoring 55–100	69	75	60	7	5	10
Number Scoring 65–100	58	66	53	4	4	6
Number Scoring 85–100	15	27	24	0	1	0
Percentage of Tested Scoring 55–100	100%	100%	95%	100%	100%	91%
Percentage of Tested Scoring 65–100	84%	88%	84%	57%	80%	55%
Percentage of Tested Scoring 85–100	22%	36%	38%	0%	20%	0%
<b>Mathematics A</b>						
Number Tested	30	81	72	2	8	11
Number Scoring 55–100	18	63	47	#	4	4
Number Scoring 65–100	13	47	34	#	1	2
Number Scoring 85–100	2	18	8	#	0	0
Percentage of Tested Scoring 55–100	60%	78%	65%	#	50%	36%
Percentage of Tested Scoring 65–100	43%	58%	47%	#	12%	18%
Percentage of Tested Scoring 85–100	7%	22%	11%	#	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
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%
<b>Global History and Geography</b>						
Number Tested	75	70	69	9	9	11
Number Scoring 55–100	74	66	54	8	8	6
Number Scoring 65–100	68	55	39	7	4	1
Number Scoring 85–100	30	14	17	2	0	0
Percentage of Tested Scoring 55–100	99%	94%	78%	89%	89%	55%
Percentage of Tested Scoring 65–100	91%	79%	57%	78%	44%	9%
Percentage of Tested Scoring 85–100	40%	20%	25%	22%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	56	80	70	7	8	9
Number Scoring 55–100	48	73	67	5	7	8
Number Scoring 65–100	37	56	61	4	4	7
Number Scoring 85–100	18	12	26	1	0	1
Percentage of Tested Scoring 55–100	86%	91%	96%	71%	88%	89%
Percentage of Tested Scoring 65–100	66%	70%	87%	57%	50%	78%
Percentage of Tested Scoring 85–100	32%	15%	37%	14%	0%	11%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	62	69	52	6	8	6
Number Scoring 55–100	62	69	52	6	8	6
Number Scoring 65–100	61	68	48	6	8	5
Number Scoring 85–100	22	32	16	1	2	0
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	99%	92%	100%	100%	83%
Percentage of Tested Scoring 85–100	35%	46%	31%	17%	25%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	77	69	88	10	10	14
Number Scoring 55–100	72	64	82	8	8	12
Number Scoring 65–100	61	53	73	4	6	8
Number Scoring 85–100	24	16	27	1	1	1
Percentage of Tested Scoring 55–100	94%	93%	93%	80%	80%	86%
Percentage of Tested Scoring 65–100	79%	77%	83%	40%	60%	57%
Percentage of Tested Scoring 85–100	31%	23%	31%	10%	10%	7%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		33	38		3	2
Number Scoring 55–100		31	32		#	#
Number Scoring 65–100		27	25		#	#
Number Scoring 85–100		9	5		#	#
Percentage of Tested Scoring 55–100		94%	84%		#	#
Percentage of Tested Scoring 65–100		82%	66%		#	#
Percentage of Tested Scoring 85–100		27%	13%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	7	13	9	0	1	0
Number Scoring 55–100	7	13	7	0	#	0
Number Scoring 65–100	6	12	6	0	#	0
Number Scoring 85–100	3	2	1	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	78%	0%	#	0%
Percentage of Tested Scoring 65–100	86%	92%	67%	0%	#	0%
Percentage of Tested Scoring 85–100	43%	15%	11%	0%	#	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	25	15	30	0	0	0
Number Scoring 55–100	25	15	30	0	0	0
Number Scoring 65–100	25	14	29	0	0	0
Number Scoring 85–100	17	7	17	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	93%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	68%	47%	57%	0%	0%	0%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	34	9	0	0	0	0
Number Scoring 55–100	31	9	0	0	0	0
Number Scoring 65–100	27	7	0	0	0	0
Number Scoring 85–100	11	2	0	0	0	0
Percentage of Tested Scoring 55–100	91%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	79%	78%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	32%	22%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	36	31	35	0	1	0
Number Scoring 55–100	27	29	32	0	#	0
Number Scoring 65–100	25	24	29	0	#	0
Number Scoring 85–100	11	10	8	0	#	0
Percentage of Tested Scoring 55–100	75%	94%	91%	0%	#	0%
Percentage of Tested Scoring 65–100	69%	77%	83%	0%	#	0%
Percentage of Tested Scoring 85–100	31%	32%	23%	0%	#	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	33	100%	38	97%	2	#
Students with Disabilities	10	100%	12	100%	0	0%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	78	1%	29%	56%	13%
	Students with Disabilities	16	13%	63%	25%	0%
	All Students	94	3%	35%	51%	11%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	68	68	68	15	15	15	83	83	83
Number Scoring 55–64	4	13	0	2	0	2	6	13	2
Number Scoring 65–84	33	38	43	2	4	4	35	42	47
Number Scoring 85–100	28	9	21	2	0	1	30	9	22
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)