

# 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	2001-02	2002-03	2003-04
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	166	226	202
Tenth	192	177	256
Eleventh	137	116	159
Twelfth	160	125	154
Ungraded Secondary	0	0	0
Total K-12 Enrollment	655	644	771

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.6%	1	0.2%	7	0.9%
Black (Not Hispanic)	527	80.5%	524	81.4%	649	84.2%
Hispanic	28	4.3%	31	4.8%	34	4.4%
White (Not Hispanic)	96	14.7%	88	13.7%	81	10.5%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	20	24	23
Mathematics Grade 10	23	24	0
Science Grade 10	19	24	0
Social Studies Grade 10	18	27	22

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	9	1.4%	13	2.0%	5	0.7%
Eligible for Free Lunch	382	58.3%	378	58.7%	432	56.0%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		89.3%		89.8%		94.0%
Student Suspensions	70	10.0%	14	2.1%	17	2.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	14.5%	12.9%	7.3%
Public Assistance	71-80%	71-80%	71-80%
Student Stability	100%	100%	66%

### Staff Counts

Staff	2003-04
Total Teachers	56
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	5

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	95	11	12%	79	21	27%	112	32	29%
Students with Disabilities	0	0	0%	7	1	14%	10	3	30%
All Students	95	11	12%	86	22	26%	122	35	29%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	42	47	0	5	18	10
Percent	34%	39%	0%	4%	15%	8%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
10	3	2	12

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	55		47		18	3.1%
	Entered GED Program*	8		5		8	1.4%
	Total Noncompleters	63		52		26	4.5%
Students with Disabilities	Dropped Out	5		9		1	0.6%
	Entered GED Program*	2		4		11	6.4%
	Total Noncompleters	7		13		12	6.9%
All Students	Dropped Out	60	9.2%	56	8.7%	19	2.5%
	Entered GED Program*	10	1.5%	9	1.4%	19	2.5%
	Total Noncompleters	70	10.7%	65	10.1%	38	5.0%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	0	0%	0	0%
Science	0	0%	3	#	0	0%
Reading	2	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	6	50%	2	#	0	0%
U.S. Hist & Gov't	12	67%	1	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	4	#
Science	0	0%	4	#	5	20%
Reading	1	#	0	0%	4	#
Writing	1	#	0	0%	4	#
Global Studies	1	#	4	#	3	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	112	141	168	0	10	17
Number Scoring 55-100	84	112	132	0	8	10
Number Scoring 65-100	56	69	77	0	5	1
Number Scoring 85-100	5	4	5	0	0	0
Percentage of Tested Scoring 55-100	75%	79%	79%	0%	80%	59%
Percentage of Tested Scoring 65-100	50%	49%	46%	0%	50%	6%
Percentage of Tested Scoring 85-100	4%	3%	3%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	229	179	211	1	8	32
Number Scoring 55-100	69	62	171	#	3	17
Number Scoring 65-100	23	18	71	#	1	5
Number Scoring 85-100	0	0	3	#	0	0
Percentage of Tested Scoring 55-100	30%	35%	81%	#	38%	53%
Percentage of Tested Scoring 65-100	10%	10%	34%	#	12%	16%
Percentage of Tested Scoring 85-100	0%	0%	1%	#	0%	0%
<b>Mathematics B</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	170	146	208	0	12	33
Number Scoring 55-100	159	121	177	0	8	28
Number Scoring 65-100	111	104	95	0	5	14
Number Scoring 85-100	3	11	9	0	0	4
Percentage of Tested Scoring 55-100	94%	83%	85%	0%	67%	85%
Percentage of Tested Scoring 65-100	65%	71%	46%	0%	42%	42%
Percentage of Tested Scoring 85-100	2%	8%	4%	0%	0%	12%
<b>U.S. History and Government</b>						
Number Tested	149	139	145	1	9	14
Number Scoring 55-100	131	132	125	#	9	11
Number Scoring 65-100	90	111	85	#	8	3
Number Scoring 85-100	5	10	9	#	0	0
Percentage of Tested Scoring 55-100	88%	95%	86%	#	100%	79%
Percentage of Tested Scoring 65-100	60%	80%	59%	#	89%	21%
Percentage of Tested Scoring 85-100	3%	7%	6%	#	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	160	207	216	0	40	58
Number Scoring 55-100	150	120	150	0	17	37
Number Scoring 65-100	122	73	62	0	9	13
Number Scoring 85-100	1	2	2	0	0	0
Percentage of Tested Scoring 55-100	94%	58%	69%	0%	42%	64%
Percentage of Tested Scoring 65-100	76%	35%	29%	0%	23%	22%
Percentage of Tested Scoring 85-100	1%	1%	1%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	134	154	125	0	13	23
Number Scoring 55-100	89	102	84	0	7	11
Number Scoring 65-100	47	53	32	0	4	4
Number Scoring 85-100	0	1	1	0	0	1
Percentage of Tested Scoring 55-100	66%	66%	67%	0%	54%	48%
Percentage of Tested Scoring 65-100	35%	34%	26%	0%	31%	17%
Percentage of Tested Scoring 85-100	0%	1%	1%	0%	0%	4%
<b>Physical Setting/Chemistry</b>						
Number Tested	126	96	56	0	4	2
Number Scoring 55-100	57	51	37	0	#	#
Number Scoring 65-100	17	13	10	0	#	#
Number Scoring 85-100	0	0	0	0	#	#
Percentage of Tested Scoring 55-100	45%	53%	66%	0%	#	#
Percentage of Tested Scoring 65-100	13%	14%	18%	0%	#	#
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive French</b>						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	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	0	0	10	0	0	0
Number Scoring 55–100	0	0	10	0	0	0
Number Scoring 65–100	0	0	10	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</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%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	156	85%	172	55%	134	60%
Students with Disabilities	2	#	53	19%	28	39%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</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 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 2000 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	123	123	123	16	16	16	139	139	139
Number Scoring 55–64	6	10	20	3	0	3	9	10	23
Number Scoring 65–84	107	87	98	5	8	9	112	95	107
Number Scoring 85–100	3	8	1	0	0	0	3	8	1
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			8			6
Beginning (0-18)			0			0
Intermediate (19-31)			4			3
Advanced (32-36)			2			2
Proficient (37-39)			2			1
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			6			4
Beginning (0-14)			3			#
Intermediate (15-24)			3			#
Advanced (25-32)			0			#
Proficient (33-35)			0			#

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)