

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-06-01-04-0005
 Name: Shoreham-Wading River High School
 Principal: Bernard Thomas

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	181	192	198
Tenth	197	229	226
Eleventh	179	197	218
Twelfth	188	179	198
Ungraded Secondary	6	8	13
Total K-12 Enrollment	751	805	853

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	15	2.0%	20	2.5%	24	2.8%
Black (Not Hispanic)	6	0.8%	6	0.7%	11	1.3%
Hispanic	8	1.1%	13	1.6%	40	4.7%
White (Not Hispanic)	722	96.1%	766	95.2%	778	91.2%

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	19	19
Mathematics Grade 10	0	25	19
Science Grade 10	15	13	12
Social Studies Grade 10	24	21	23

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. 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	2	0.3%	4	0.5%	3	0.4%
Eligible for Free Lunch	0	0.0%	0	0.0%	0	0.0%

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		97.6%		97.4%		97.2%
Student Suspensions	46	6.2%	48	6.4%	47	5.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	72
Total Other Professional Staff	10
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	150	107	71%	155	123	79%	168	126	75%
Students with Disabilities	17	4	24%	14	1	7%	19	7	37%
All Students	167	111	66%	169	124	73%	187	133	71%

*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	114	53	3	3	13	1
Percent	61%	28%	2%	2%	7%	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)
19	7	1	20

*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			0		5	
	Entered GED Program*			0		0	
	Total Noncompleters			0		5	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		0	
	Total Noncompleters			1		1	
All Students	Dropped Out	10	1.3%	1	0.1%	6	0.7%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	10	1.3%	1	0.1%	6	0.7%

*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	0	0%	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	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	4	#	7	100%	2	#
Science	3	#	3	#	1	#
Reading	2	#	0	0%	2	#
Writing	1	#	0	0%	3	#
Global Studies	7	43%	3	#	2	#
U.S. Hist & Gov't	17	53%	7	86%	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	5	60%	23	96%
Science	8	88%	3	#	3	#
Reading	6	100%	6	17%	8	100%
Writing	2	#	1	#	9	100%
Global Studies	10	40%	4	#	14	79%
U.S. Hist & Gov't	13	46%	10	90%	7	57%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	166	186	222	13	12	27
Number Scoring 55–100	162	177	215	11	10	21
Number Scoring 65–100	154	161	211	6	8	19
Number Scoring 85–100	52	69	111	0	0	5
Percentage of Tested Scoring 55–100	98%	95%	97%	85%	83%	78%
Percentage of Tested Scoring 65–100	93%	87%	95%	46%	67%	70%
Percentage of Tested Scoring 85–100	31%	37%	50%	0%	0%	19%
Mathematics A						
Number Tested	0	188	239	0	10	18
Number Scoring 55–100	0	164	223	0	9	14
Number Scoring 65–100	0	137	208	0	7	13
Number Scoring 85–100	0	49	27	0	2	0
Percentage of Tested Scoring 55–100	0%	87%	93%	0%	90%	78%
Percentage of Tested Scoring 65–100	0%	73%	87%	0%	70%	72%
Percentage of Tested Scoring 85–100	0%	26%	11%	0%	20%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	126	0	0	6
Number Scoring 55–100	0	0	110	0	0	4
Number Scoring 65–100	0	0	90	0	0	2
Number Scoring 85–100	0	0	29	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	87%	0%	0%	67%
Percentage of Tested Scoring 65–100	0%	0%	71%	0%	0%	33%
Percentage of Tested Scoring 85–100	0%	0%	23%	0%	0%	0%
Global History and Geography						
Number Tested	196	219	227	22	17	32
Number Scoring 55–100	193	212	218	21	14	31
Number Scoring 65–100	182	192	202	18	10	28
Number Scoring 85–100	72	55	70	1	2	3
Percentage of Tested Scoring 55–100	98%	97%	96%	95%	82%	97%
Percentage of Tested Scoring 65–100	93%	88%	89%	82%	59%	88%
Percentage of Tested Scoring 85–100	37%	25%	31%	5%	12%	9%
U.S. History and Government (first administered June 2001)						
Number Tested	185	175	224	15	13	24
Number Scoring 55–100	168	164	217	7	9	20
Number Scoring 65–100	156	142	208	4	6	18
Number Scoring 85–100	80	53	91	2	1	5
Percentage of Tested Scoring 55–100	91%	94%	97%	47%	69%	83%
Percentage of Tested Scoring 65–100	84%	81%	93%	27%	46%	75%
Percentage of Tested Scoring 85–100	43%	30%	41%	13%	8%	21%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	180	182	228	7	25	27
Number Scoring 55–100	180	182	228	7	25	27
Number Scoring 65–100	178	180	224	6	23	25
Number Scoring 85–100	59	83	75	3	2	2
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	99%	98%	86%	92%	93%
Percentage of Tested Scoring 85–100	33%	46%	33%	43%	8%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	70	98	94	4	7	13
Number Scoring 55–100	59	97	89	#	7	12
Number Scoring 65–100	54	94	87	#	6	11
Number Scoring 85–100	10	29	34	#	0	5
Percentage of Tested Scoring 55–100	84%	99%	95%	#	100%	92%
Percentage of Tested Scoring 65–100	77%	96%	93%	#	86%	85%
Percentage of Tested Scoring 85–100	14%	30%	36%	#	0%	38%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		137	74		2	3
Number Scoring 55–100		134	73		#	#
Number Scoring 65–100		105	69		#	#
Number Scoring 85–100		14	27		#	#
Percentage of Tested Scoring 55–100		98%	99%		#	#
Percentage of Tested Scoring 65–100		77%	93%		#	#
Percentage of Tested Scoring 85–100		10%	36%		#	#
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	43	43	19	1	1	0
Number Scoring 55–100	42	43	19	#	#	0
Number Scoring 65–100	41	42	19	#	#	0
Number Scoring 85–100	18	18	13	#	#	0
Percentage of Tested Scoring 55–100	98%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	95%	98%	100%	#	#	0%
Percentage of Tested Scoring 85–100	42%	42%	68%	#	#	0%
Comprehensive Italian						
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 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	84	68	100	0	1	0
Number Scoring 55–100	84	68	100	0	#	0
Number Scoring 65–100	84	68	100	0	#	0
Number Scoring 85–100	63	45	57	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	75%	66%	57%	0%	#	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	193	15	0	7	1	0
Number Scoring 55–100	162	8	0	6	#	0
Number Scoring 65–100	145	6	0	5	#	0
Number Scoring 85–100	49	0	0	3	#	0
Percentage of Tested Scoring 55–100	84%	53%	0%	86%	#	0%
Percentage of Tested Scoring 65–100	75%	40%	0%	71%	#	0%
Percentage of Tested Scoring 85–100	25%	0%	0%	43%	#	0%
Sequential Mathematics, Course III						
Number Tested	127	123	0	1	3	0
Number Scoring 55–100	120	116	0	#	#	0
Number Scoring 65–100	112	108	0	#	#	0
Number Scoring 85–100	67	58	0	#	#	0
Percentage of Tested Scoring 55–100	94%	94%	0%	#	#	0%
Percentage of Tested Scoring 65–100	88%	88%	0%	#	#	0%
Percentage of Tested Scoring 85–100	53%	47%	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	32	100%	45	84%	23	100%
Students with Disabilities	9	100%	16	88%	9	89%

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	174	174	174	24	24	24	198	198	198
Number Scoring 55–64	8	19	2	2	4	0	10	23	2
Number Scoring 65–84	93	84	97	14	7	11	107	91	108
Number Scoring 85–100	68	56	73	1	2	4	69	58	77
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)