



### 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
40	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 lower 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	107	5.2%	109	4.8%	75	4.0%
Eligible for Free Lunch	1535	73.9%	840	36.7%	704	37.3%

### 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		80.3%		77.6%		77.8%
Student Suspensions	494	26.7%	417	20.1%	818	35.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	8.2%	3.3%	3.0%
Public Assistance	81-90%	81-90%	31-40%
Student Stability	94%	98%	98%

### Staff Counts

Staff	2003-04
Total Teachers	173
Total Other Professional Staff	30
Total Paraprofessionals	NA
Teaching Out of Certification*	22

\*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	161	23	14%	138	21	15%	214	66	31%
Students with Disabilities	7	0	0%	4	0	0%	15	0	0%
All Students	168	23	14%	142	21	15%	229	66	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	46	52	2	3	3	123
Percent	20%	23%	1%	1%	1%	54%

## 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)
15	0	33	48

\*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	71		263		190	12.8%
	Entered GED Program*	54		93		86	5.8%
	Total Noncompleters	125		356		276	18.6%
Students with Disabilities	Dropped Out	17		51		72	16.6%
	Entered GED Program*	3		11		17	3.9%
	Total Noncompleters	20		62		89	20.5%
All Students	Dropped Out	88	4.2%	314	13.7%	262	13.7%
	Entered GED Program*	57	2.7%	104	4.5%	103	5.4%
	Total Noncompleters	145	7.0%	418	18.2%	365	19.1%

\*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%	0	0%

## 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	67	22%	4	#	4	#
Science	33	30%	2	#	2	#
Reading	14	86%	0	0%	0	0%
Writing	6	67%	0	0%	0	0%
Global Studies	71	18%	2	#	6	17%
U.S. Hist & Gov't	19	37%	2	#	3	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	98	33%	50	46%
Science	2	#	21	19%	20	20%
Reading	1	#	17	53%	27	41%
Writing	5	100%	24	58%	30	60%
Global Studies	4	#	97	9%	49	12%
U.S. Hist & Gov't	4	#	18	56%	29	31%

(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	263	283	454	0	15	70
Number Scoring 55-100	166	156	309	0	6	16
Number Scoring 65-100	85	103	225	0	2	4
Number Scoring 85-100	3	5	18	0	0	1
Percentage of Tested Scoring 55-100	63%	55%	68%	0%	40%	23%
Percentage of Tested Scoring 65-100	32%	36%	50%	0%	13%	6%
Percentage of Tested Scoring 85-100	1%	2%	4%	0%	0%	1%
<b>Mathematics A</b>						
Number Tested	1	441	378	0	49	41
Number Scoring 55-100	#	230	337	0	10	28
Number Scoring 65-100	#	155	275	0	6	18
Number Scoring 85-100	#	4	7	0	0	0
Percentage of Tested Scoring 55-100	#	52%	89%	0%	20%	68%
Percentage of Tested Scoring 65-100	#	35%	73%	0%	12%	44%
Percentage of Tested Scoring 85-100	#	1%	2%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	0	60	0	0	0
Number Scoring 55-100	0	0	25	0	0	0
Number Scoring 65-100	0	0	5	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	42%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	8%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	471	458	555	1	97	61
Number Scoring 55-100	245	261	361	#	25	24
Number Scoring 65-100	138	191	225	#	17	6
Number Scoring 85-100	6	23	22	#	1	0
Percentage of Tested Scoring 55-100	52%	57%	65%	#	26%	39%
Percentage of Tested Scoring 65-100	29%	42%	41%	#	18%	10%
Percentage of Tested Scoring 85-100	1%	5%	4%	#	1%	0%
<b>U.S. History and Government</b>						
Number Tested	299	275	330	2	36	52
Number Scoring 55-100	235	237	257	#	20	26
Number Scoring 65-100	157	190	190	#	11	11
Number Scoring 85-100	21	26	42	#	0	1
Percentage of Tested Scoring 55-100	79%	86%	78%	#	56%	50%
Percentage of Tested Scoring 65-100	53%	69%	58%	#	31%	21%
Percentage of Tested Scoring 85-100	7%	9%	13%	#	0%	2%

(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	196	340	297	0	36	63
Number Scoring 55-100	184	229	157	0	22	15
Number Scoring 65-100	147	113	88	0	10	6
Number Scoring 85-100	1	0	2	0	0	0
Percentage of Tested Scoring 55-100	94%	67%	53%	0%	61%	24%
Percentage of Tested Scoring 65-100	75%	33%	30%	0%	28%	10%
Percentage of Tested Scoring 85-100	1%	0%	1%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	243	164	236	0	4	2
Number Scoring 55-100	211	126	141	0	#	#
Number Scoring 65-100	173	90	84	0	#	#
Number Scoring 85-100	31	18	1	0	#	#
Percentage of Tested Scoring 55-100	87%	77%	60%	0%	#	#
Percentage of Tested Scoring 65-100	71%	55%	36%	0%	#	#
Percentage of Tested Scoring 85-100	13%	11%	0%	0%	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	39	135	83	0	2	3
Number Scoring 55-100	35	62	66	0	#	#
Number Scoring 65-100	13	20	22	0	#	#
Number Scoring 85-100	0	1	0	0	#	#
Percentage of Tested Scoring 55-100	90%	46%	80%	0%	#	#
Percentage of Tested Scoring 65-100	33%	15%	27%	0%	#	#
Percentage of Tested Scoring 85-100	0%	1%	0%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			12			0
Number Scoring 55-100			5			0
Number Scoring 65-100			5			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			42%			0%
Percentage of Tested Scoring 65-100			42%			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	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 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	7	0	0	0
Number Scoring 55-100	0	0	7	0	0	0
Number Scoring 65-100	0	0	7	0	0	0
Number Scoring 85-100	0	0	7	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%	100%	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	46	45	12	0	0	0
Number Scoring 55-100	41	27	10	0	0	0
Number Scoring 65-100	33	20	8	0	0	0
Number Scoring 85-100	5	2	1	0	0	0
Percentage of Tested Scoring 55-100	89%	60%	83%	0%	0%	0%
Percentage of Tested Scoring 65-100	72%	44%	67%	0%	0%	0%
Percentage of Tested Scoring 85-100	11%	4%	8%	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	496	78%	58	93%	34	85%
Students with Disabilities	3	#	11	45%	18	94%

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	16	0	0	0	0	16
Social Studies	12	0	0	0	0	12
Mathematics	16	0	0	0	0	16
Science	11	0	0	0	0	11

## 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	331	331	331	90	90	90	421	421	421
Number Scoring 55–64	80	31	43	5	9	7	85	40	50
Number Scoring 65–84	137	149	169	5	12	8	142	161	177
Number Scoring 85–100	7	27	24	0	0	0	7	27	24
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			7			0
Beginning (0-18)			2			0
Intermediate (19-31)			1			0
Advanced (32-36)			2			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			7			0
Beginning (0-14)			3			0
Intermediate (15-24)			1			0
Advanced (25-32)			3			0
Proficient (33-35)			0			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)