

New York State School Report Card Comprehensive Information Report

BEDS Code: 26-16-00-01-0074
 Name: School Of The Arts
 Principal: Brenda Pacheco-Rivera

Grade Range : 6-12

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	135	125	143
Ungraded Elementary	0	11	3
Seventh	159	127	126
Eighth	124	148	122
Ninth	242	172	171
Tenth	143	183	153
Eleventh	149	149	161
Twelfth	118	129	131
Ungraded Secondary	70	65	61
Total K-12 Enrollment	1140	1109	1071

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	29	2.5%	26	2.3%	23	2.1%
Black (Not Hispanic)	537	47.1%	546	49.2%	538	50.2%
Hispanic	194	17.0%	196	17.7%	176	16.4%
White (Not Hispanic)	380	33.3%	341	30.7%	334	31.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	24	22	24
English Grade 8	23	24	23
Mathematics Grade 8	24	23	23
Science Grade 8	23	23	23
Social Studies Grade 8	26	25	25
English Grade 10	23	25	26
Mathematics Grade 10	32	25	28
Science Grade 10	24	23	20
Social Studies Grade 10	25	29	28

(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	13	1.1%	11	1.0%	10	0.9%
Eligible for Free Lunch	418	36.7%	421	38.0%	466	43.5%

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		93.8%		93.9%		93.8%
Student Suspensions	133	12.2%	107	9.4%	273	24.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	9.3%	8.9%	12.5%
Public Assistance	31-40%	31-40%	21-30%
Student Stability	97%	98%	100%

Staff Counts

Staff	2003-04
Total Teachers	90
Total Other Professional Staff	17
Total Paraprofessionals	NA
Teaching Out of Certification*	10

*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	122	56	46%	127	55	43%	145	80	55%
Students with Disabilities	5	3	60%	3	2	67%	17	6	35%
All Students	127	59	46%	130	57	44%	162	86	53%

*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	62	78	7	5	8	2
Percent	38%	48%	4%	3%	5%	1%

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)
17	6	0	17

*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	7		11		13	2.2%
	Entered GED Program*	1		3		3	0.5%
	Total Noncompleters	8		14		16	2.7%
Students with Disabilities	Dropped Out	4		1		3	4.5%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	4		1		3	4.5%
All Students	Dropped Out	11	1.6%	12	1.8%	16	2.4%
	Entered GED Program*	1	0.1%	3	0.4%	3	0.5%
	Total Noncompleters	12	1.7%	15	2.2%	19	2.9%

*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)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	155	0	219
	Number of Students with Disabilities	10	0	45
	Number of All Students	165	0	264
	Percent of Enrollment	38%	0%	64%
9-12	Number of General-Education Students	154	538	594
	Number of Students with Disabilities	1	62	67
	Number of All Students	155	600	661
	Percent of Enrollment	22%	88%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

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%	29	100%	49	96%
Spanish	0	0%	92	93%	65	88%

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%	1	#	0	0%
Spanish	0	0%	7	86%	11	64%

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	0	0%	1	#	6	50%
Reading	0	0%	0	0%	5	80%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	3	#	7	29%
U.S. Hist & Gov't	0	0%	0	0%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	154	178	192	0	19	24
Number Scoring 55-100	136	161	177	0	18	18
Number Scoring 65-100	106	144	142	0	14	10
Number Scoring 85-100	40	33	40	0	1	2
Percentage of Tested Scoring 55-100	88%	90%	92%	0%	95%	75%
Percentage of Tested Scoring 65-100	69%	81%	74%	0%	74%	42%
Percentage of Tested Scoring 85-100	26%	19%	21%	0%	5%	8%
Mathematics A						
Number Tested	105	270	182	0	23	11
Number Scoring 55-100	32	165	181	0	11	11
Number Scoring 65-100	13	113	169	0	9	10
Number Scoring 85-100	0	17	33	0	0	4
Percentage of Tested Scoring 55-100	30%	61%	99%	0%	48%	100%
Percentage of Tested Scoring 65-100	12%	42%	93%	0%	39%	91%
Percentage of Tested Scoring 85-100	0%	6%	18%	0%	0%	36%
Mathematics B						
Number Tested	0	0	38	0	0	0
Number Scoring 55-100	0	0	29	0	0	0
Number Scoring 65-100	0	0	26	0	0	0
Number Scoring 85-100	0	0	7	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	76%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	68%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	18%	0%	0%	0%
Global History and Geography						
Number Tested	170	242	224	0	30	24
Number Scoring 55-100	153	182	192	0	17	18
Number Scoring 65-100	103	147	154	0	14	9
Number Scoring 85-100	26	30	46	0	2	2
Percentage of Tested Scoring 55-100	90%	75%	86%	0%	57%	75%
Percentage of Tested Scoring 65-100	61%	61%	69%	0%	47%	38%
Percentage of Tested Scoring 85-100	15%	12%	21%	0%	7%	8%
U.S. History and Government						
Number Tested	170	171	170	0	16	13
Number Scoring 55-100	151	167	161	0	16	11
Number Scoring 65-100	126	154	129	0	16	8
Number Scoring 85-100	25	61	55	0	8	4
Percentage of Tested Scoring 55-100	89%	98%	95%	0%	100%	85%
Percentage of Tested Scoring 65-100	74%	90%	76%	0%	100%	62%
Percentage of Tested Scoring 85-100	15%	36%	32%	0%	50%	31%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	145	155	215	1	12	24
Number Scoring 55-100	144	142	199	#	9	17
Number Scoring 65-100	141	124	168	#	8	13
Number Scoring 85-100	20	23	25	#	0	2
Percentage of Tested Scoring 55-100	99%	92%	93%	#	75%	71%
Percentage of Tested Scoring 65-100	97%	80%	78%	#	67%	54%
Percentage of Tested Scoring 85-100	14%	15%	12%	#	0%	8%
Physical Setting/Earth Science						
Number Tested	166	139	138	0	12	10
Number Scoring 55-100	155	136	132	0	12	9
Number Scoring 65-100	138	125	121	0	10	8
Number Scoring 85-100	34	43	36	0	3	1
Percentage of Tested Scoring 55-100	93%	98%	96%	0%	100%	90%
Percentage of Tested Scoring 65-100	83%	90%	88%	0%	83%	80%
Percentage of Tested Scoring 85-100	20%	31%	26%	0%	25%	10%
Physical Setting/Chemistry						
Number Tested	69	77	79	0	1	3
Number Scoring 55-100	63	67	73	0	#	#
Number Scoring 65-100	43	40	56	0	#	#
Number Scoring 85-100	1	3	5	0	#	#
Percentage of Tested Scoring 55-100	91%	87%	92%	0%	#	#
Percentage of Tested Scoring 65-100	62%	52%	71%	0%	#	#
Percentage of Tested Scoring 85-100	1%	4%	6%	0%	#	#
Physical Setting/Physics						
Number Tested			18			0
Number Scoring 55-100			17			0
Number Scoring 65-100			14			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			94%			0%
Percentage of Tested Scoring 65-100			78%			0%
Percentage of Tested Scoring 85-100			17%			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
Comprehensive French						
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 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	28	44	50	0	0	1
Number Scoring 55-100	27	44	49	0	0	#
Number Scoring 65-100	23	44	48	0	0	#
Number Scoring 85-100	12	38	31	0	0	#
Percentage of Tested Scoring 55-100	96%	100%	98%	0%	0%	#
Percentage of Tested Scoring 65-100	82%	100%	96%	0%	0%	#
Percentage of Tested Scoring 85-100	43%	86%	62%	0%	0%	#
Comprehensive Latin						
Number Tested	37	36	17	0	0	0
Number Scoring 55-100	37	36	17	0	0	0
Number Scoring 65-100	37	36	17	0	0	0
Number Scoring 85-100	18	10	12	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	49%	28%	71%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	53	54	6	0	0	0
Number Scoring 55-100	44	47	5	0	0	0
Number Scoring 65-100	39	42	3	0	0	0
Number Scoring 85-100	23	11	1	0	0	0
Percentage of Tested Scoring 55-100	83%	87%	83%	0%	0%	0%
Percentage of Tested Scoring 65-100	74%	78%	50%	0%	0%	0%
Percentage of Tested Scoring 85-100	43%	20%	17%	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	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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
Nov 2003	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 2004	General-Education Students	119	2%	21%	71%	7%
	Students with Disabilities	14	14%	57%	29%	0%
	All Students	133	3%	25%	66%	6%

(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
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

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	146	146	146	15	15	15	161	161	161
Number Scoring 55–64	10	7	4	3	0	1	13	7	5
Number Scoring 65–84	109	81	105	9	8	12	118	89	117
Number Scoring 85–100	23	54	35	3	7	2	26	61	37
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
Listening and Speaking (Grade K-1)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 2-4)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
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 – K)

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
Listening and Speaking (Grade 7-8)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			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)