

New York State School Report Card Comprehensive Information Report

BEDS Code: 26-16-00-01-0387
 Name: Alternative Education Center At Lofton
 Principal: Clinton Strickland

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	66	40	99
Tenth	85	70	59
Eleventh	73	42	26
Twelfth	27	37	54
Ungraded Secondary	42	39	41
Total K-12 Enrollment	293	228	279

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	3	1.0%	2	0.9%	2	0.7%
Black (Not Hispanic)	222	75.8%	170	74.6%	220	78.9%
Hispanic	45	15.4%	32	14.0%	44	15.8%
White (Not Hispanic)	23	7.8%	24	10.5%	13	4.7%

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	0	28	33
Mathematics Grade 10	14	0	8
Science Grade 10	0	0	0
Social Studies Grade 10	0	30	21

(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	4	1.4%	11	4.8%	6	2.2%
Eligible for Free Lunch	280	95.6%	85	37.3%	140	50.2%

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		59.7%		57.5%		69.7%
Student Suspensions	181	75.4%	175	59.7%	95	41.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	4.4%	2.2%	1.8%
Public Assistance	41-50%	81-90%	81-90%
Student Stability	52%	65%	50%

Staff Counts

Staff	2003-04
Total Teachers	23
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	8

*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	53	0	0%	35	0	0%	29	3	10%
Students with Disabilities	9	0	0%	2	0	0%	1	0	0%
All Students	62	0	0%	37	0	0%	30	3	10%

*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	1	19	0	2	7	1
Percent	3%	63%	0%	7%	23%	3%

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)
1	0	3	4

*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	51		61		37	18.0%
	Entered GED Program*	106		72		32	15.5%
	Total Noncompleters	157		133		69	33.5%
Students with Disabilities	Dropped Out	32		19		24	38.1%
	Entered GED Program*	21		17		8	12.7%
	Total Noncompleters	53		36		32	50.8%
All Students	Dropped Out	83	28.3%	80	35.1%	61	22.7%
	Entered GED Program*	127	43.3%	89	39.0%	40	14.9%
	Total Noncompleters	210	71.7%	169	74.1%	101	37.5%

*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	2	#	1	#	0	0%
Science	8	100%	5	20%	3	#
Reading	1	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	4	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	2	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	3	#
Science	2	#	0	0%	1	#
Reading	1	#	0	0%	2	#
Writing	0	0%	2	#	1	#
Global Studies	0	0%	1	#	3	#
U.S. Hist & Gov't	0	0%	4	#	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	33	47	39	0	6	2
Number Scoring 55-100	22	38	26	0	3	#
Number Scoring 65-100	14	25	20	0	3	#
Number Scoring 85-100	5	4	3	0	0	#
Percentage of Tested Scoring 55-100	67%	81%	67%	0%	50%	#
Percentage of Tested Scoring 65-100	42%	53%	51%	0%	50%	#
Percentage of Tested Scoring 85-100	15%	9%	8%	0%	0%	#
Mathematics A						
Number Tested	9	63	16	0	4	0
Number Scoring 55-100	7	17	14	0	#	0
Number Scoring 65-100	1	10	8	0	#	0
Number Scoring 85-100	0	0	0	0	#	0
Percentage of Tested Scoring 55-100	78%	27%	88%	0%	#	0%
Percentage of Tested Scoring 65-100	11%	16%	50%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	#	0%
Mathematics 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%
Global History and Geography						
Number Tested	50	43	48	1	2	2
Number Scoring 55-100	43	20	19	#	#	#
Number Scoring 65-100	27	13	12	#	#	#
Number Scoring 85-100	1	0	1	#	#	#
Percentage of Tested Scoring 55-100	86%	47%	40%	#	#	#
Percentage of Tested Scoring 65-100	54%	30%	25%	#	#	#
Percentage of Tested Scoring 85-100	2%	0%	2%	#	#	#
U.S. History and Government						
Number Tested	48	32	44	0	2	4
Number Scoring 55-100	34	23	28	0	#	#
Number Scoring 65-100	26	18	20	0	#	#
Number Scoring 85-100	2	3	2	0	#	#
Percentage of Tested Scoring 55-100	71%	72%	64%	0%	#	#
Percentage of Tested Scoring 65-100	54%	56%	45%	0%	#	#
Percentage of Tested Scoring 85-100	4%	9%	5%	0%	#	#

(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	15	24	42	0	1	4
Number Scoring 55-100	12	16	37	0	#	#
Number Scoring 65-100	8	4	17	0	#	#
Number Scoring 85-100	1	0	1	0	#	#
Percentage of Tested Scoring 55-100	80%	67%	88%	0%	#	#
Percentage of Tested Scoring 65-100	53%	17%	40%	0%	#	#
Percentage of Tested Scoring 85-100	7%	0%	2%	0%	#	#
Physical Setting/Earth Science						
Number Tested	7	9	6	1	0	0
Number Scoring 55-100	5	6	4	#	0	0
Number Scoring 65-100	1	4	2	#	0	0
Number Scoring 85-100	0	2	0	#	0	0
Percentage of Tested Scoring 55-100	71%	67%	67%	#	0%	0%
Percentage of Tested Scoring 65-100	14%	44%	33%	#	0%	0%
Percentage of Tested Scoring 85-100	0%	22%	0%	#	0%	0%
Physical Setting/Chemistry						
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%
Physical Setting/Physics						
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
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	0	1	5	0	1	1
Number Scoring 55-100	0	#	4	0	#	#
Number Scoring 65-100	0	#	4	0	#	#
Number Scoring 85-100	0	#	1	0	#	#
Percentage of Tested Scoring 55-100	0%	#	80%	0%	#	#
Percentage of Tested Scoring 65-100	0%	#	80%	0%	#	#
Percentage of Tested Scoring 85-100	0%	#	20%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
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	4	#	7	100%	4	#
Students with Disabilities	0	0%	0	0%	1	#

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	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
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	20	20	20	4	4	4	24	24	24
Number Scoring 55–64	#	#	#	#	#	#	1	2	2
Number Scoring 65–84	#	#	#	#	#	#	7	3	4
Number Scoring 85–100	#	#	#	#	#	#	0	0	2
Approved Alternatives	#	#	#	#	#	#	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 7-8)						
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 7-8)						
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 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
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 - L)