

New York State School Report Card Comprehensive Information Report

BEDS Code: 41-23-00-01-0024
 Name: Thomas R. Proctor High School
 Principal: Ronald M. Mancuso

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	54	48	29
Tenth	579	587	613
Eleventh	461	535	518
Twelfth	397	426	458
Ungraded Secondary	144	165	202
Total K-12 Enrollment	1635	1761	1820

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	75	4.6%	72	4.1%	81	4.5%
Black (Not Hispanic)	317	19.4%	345	19.6%	359	19.7%
Hispanic	144	8.8%	163	9.3%	184	10.1%
White (Not Hispanic)	1099	67.2%	1181	67.1%	1196	65.7%

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	26	29	27
Mathematics Grade 10	26	26	25
Science Grade 10	22	26	28
Social Studies Grade 10	27	27	31

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
45	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the higher 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	300	18.4%	287	16.3%	287	15.8%
Eligible for Free Lunch	637	39.0%	903	51.3%	847	46.5%

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		91.2%		91.1%		91.3%
Student Suspensions	158	9.9%	139	8.5%	188	10.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	5.4%	6.2%	6.7%
Public Assistance	21-30%	31-40%	31-40%
Student Stability	100%	100%	98%

Staff Counts

Staff	2003-04
Total Teachers	107
Total Other Professional Staff	15
Total Paraprofessionals	NA
Teaching Out of Certification*	7

*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	333	170	51%	360	174	48%	397	151	38%
Students with Disabilities	3	0	0%	40	3	7%	32	1	3%
All Students	336	170	51%	400	177	44%	429	152	35%

*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	129	214	0	4	45	37
Percent	30%	50%	0%	1%	10%	9%

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)
32	1	33	65

*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	33		89		88	5.9%
	Entered GED Program*	44		51		67	4.5%
	Total Noncompleters	77		140		155	10.3%
Students with Disabilities	Dropped Out	13		30		31	11.2%
	Entered GED Program*	3		11		9	3.2%
	Total Noncompleters	16		41		40	14.4%
All Students	Dropped Out	46	2.8%	119	6.8%	119	6.7%
	Entered GED Program*	47	2.9%	62	3.5%	76	4.3%
	Total Noncompleters	93	5.7%	181	10.3%	195	11.0%

*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)

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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	95	37	1079
	Number of Students with Disabilities	68	67	121
	Number of All Students	163	104	1200
	Percent of Enrollment	10%	6%	66%

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%	0	0%	0	0%
Spanish	2	#	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	6	50%	1	#	5	80%
Science	9	56%	0	0%	19	84%
Reading	5	100%	1	#	4	#
Writing	2	#	0	0%	4	#
Global Studies	0	0%	0	0%	5	80%
U.S. Hist & Gov't	6	83%	0	0%	6	83%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	59	53%	31	68%	98	62%
Science	50	52%	24	0%	101	49%
Reading	16	69%	12	83%	39	82%
Writing	6	100%	0	0%	36	100%
Global Studies	5	80%	1	#	81	23%
U.S. Hist & Gov't	39	18%	8	25%	33	48%

(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	460	502	579	46	19	61
Number Scoring 55-100	389	421	460	27	12	14
Number Scoring 65-100	305	374	366	12	9	8
Number Scoring 85-100	91	127	129	0	1	0
Percentage of Tested Scoring 55-100	85%	84%	79%	59%	63%	23%
Percentage of Tested Scoring 65-100	66%	75%	63%	26%	47%	13%
Percentage of Tested Scoring 85-100	20%	25%	22%	0%	5%	0%
Mathematics A						
Number Tested	122	663	597	23	54	64
Number Scoring 55-100	27	321	480	5	7	22
Number Scoring 65-100	12	224	334	1	6	8
Number Scoring 85-100	0	21	14	0	0	0
Percentage of Tested Scoring 55-100	22%	48%	80%	22%	13%	34%
Percentage of Tested Scoring 65-100	10%	34%	56%	4%	11%	12%
Percentage of Tested Scoring 85-100	0%	3%	2%	0%	0%	0%
Mathematics B						
Number Tested	0	0	203	0	0	1
Number Scoring 55-100	0	0	126	0	0	#
Number Scoring 65-100	0	0	91	0	0	#
Number Scoring 85-100	0	0	9	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	62%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	45%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	4%	0%	0%	#
Global History and Geography						
Number Tested	592	629	660	49	65	69
Number Scoring 55-100	496	452	555	24	18	30
Number Scoring 65-100	424	402	429	16	11	18
Number Scoring 85-100	96	94	151	0	1	3
Percentage of Tested Scoring 55-100	84%	72%	84%	49%	28%	43%
Percentage of Tested Scoring 65-100	72%	64%	65%	33%	17%	26%
Percentage of Tested Scoring 85-100	16%	15%	23%	0%	2%	4%
U.S. History and Government						
Number Tested	489	563	534	44	41	49
Number Scoring 55-100	423	491	462	26	23	23
Number Scoring 65-100	323	431	347	15	17	15
Number Scoring 85-100	79	130	120	0	0	2
Percentage of Tested Scoring 55-100	87%	87%	87%	59%	56%	47%
Percentage of Tested Scoring 65-100	66%	77%	65%	34%	41%	31%
Percentage of Tested Scoring 85-100	16%	23%	22%	0%	0%	4%

(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	474	450	480	70	61	80
Number Scoring 55-100	434	362	348	58	31	29
Number Scoring 65-100	323	263	256	32	19	17
Number Scoring 85-100	8	13	12	2	0	1
Percentage of Tested Scoring 55-100	92%	80%	72%	83%	51%	36%
Percentage of Tested Scoring 65-100	68%	58%	53%	46%	31%	21%
Percentage of Tested Scoring 85-100	2%	3%	3%	3%	0%	1%
Physical Setting/Earth Science						
Number Tested	48	148	228	1	4	10
Number Scoring 55-100	45	138	205	#	#	6
Number Scoring 65-100	39	123	181	#	#	4
Number Scoring 85-100	11	21	28	#	#	1
Percentage of Tested Scoring 55-100	94%	93%	90%	#	#	60%
Percentage of Tested Scoring 65-100	81%	83%	79%	#	#	40%
Percentage of Tested Scoring 85-100	23%	14%	12%	#	#	10%
Physical Setting/Chemistry						
Number Tested	138	152	122	0	0	0
Number Scoring 55-100	134	148	121	0	0	0
Number Scoring 65-100	119	121	108	0	0	0
Number Scoring 85-100	22	21	18	0	0	0
Percentage of Tested Scoring 55-100	97%	97%	99%	0%	0%	0%
Percentage of Tested Scoring 65-100	86%	80%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	16%	14%	15%	0%	0%	0%
Physical Setting/Physics						
Number Tested			73			0
Number Scoring 55-100			71			0
Number Scoring 65-100			64			0
Number Scoring 85-100			15			0
Percentage of Tested Scoring 55-100			97%			0%
Percentage of Tested Scoring 65-100			88%			0%
Percentage of Tested Scoring 85-100			21%			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	25	21	26	0	0	0
Number Scoring 55-100	23	20	26	0	0	0
Number Scoring 65-100	22	20	26	0	0	0
Number Scoring 85-100	2	6	8	0	0	0
Percentage of Tested Scoring 55-100	92%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	8%	29%	31%	0%	0%	0%
Comprehensive Italian						
Number Tested	59	61	64	0	0	0
Number Scoring 55-100	49	59	61	0	0	0
Number Scoring 65-100	41	51	57	0	0	0
Number Scoring 85-100	8	19	22	0	0	0
Percentage of Tested Scoring 55-100	83%	97%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	69%	84%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	14%	31%	34%	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	160	217	162	1	1	1
Number Scoring 55-100	147	194	155	#	#	#
Number Scoring 65-100	138	177	144	#	#	#
Number Scoring 85-100	45	82	59	#	#	#
Percentage of Tested Scoring 55-100	92%	89%	96%	#	#	#
Percentage of Tested Scoring 65-100	86%	82%	89%	#	#	#
Percentage of Tested Scoring 85-100	28%	38%	36%	#	#	#
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	214	106	27	1	2	1
Number Scoring 55-100	174	60	19	#	#	#
Number Scoring 65-100	149	42	17	#	#	#
Number Scoring 85-100	53	4	3	#	#	#
Percentage of Tested Scoring 55-100	81%	57%	70%	#	#	#
Percentage of Tested Scoring 65-100	70%	40%	63%	#	#	#
Percentage of Tested Scoring 85-100	25%	4%	11%	#	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	34	97%	39	79%	44	84%
Students with Disabilities	5	100%	9	33%	8	50%

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	1	0	#	#	#	#
Secondary Level						
English Language Arts	5	0	0	0	2	3
Social Studies	5	0	0	1	1	3
Mathematics	5	0	0	2	1	2
Science	4	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	442	442	442	64	64	64	506	506	506
Number Scoring 55–64	25	35	61	8	4	13	33	39	74
Number Scoring 65–84	286	226	253	11	16	12	297	242	265
Number Scoring 85–100	92	126	86	1	1	2	93	127	88
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 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			228			3
Beginning (0-18)			11			#
Intermediate (19-31)			38			#
Advanced (32-36)			86			#
Proficient (37-39)			93			#
Reading and Writing (Grade 9-12)						
Number Tested			228			3
Beginning (0-14)			22			#
Intermediate (15-24)			67			#
Advanced (25-32)			119			#
Proficient (33-35)			20			#

*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)