

New York State School Report Card Comprehensive Information Report

BEDS Code: 06-08-00-01-0009
 Name: Dunkirk Senior High School
 Principal: Daniel Genovese

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	194	202	182
Tenth	163	157	176
Eleventh	122	153	142
Twelfth	144	122	146
Ungraded Secondary	0	0	0
Total K-12 Enrollment	623	634	646

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	1	0.2%	5	0.8%	8	1.2%
Black (Not Hispanic)	35	5.6%	49	7.7%	56	8.7%
Hispanic	139	22.3%	151	23.8%	162	25.1%
White (Not Hispanic)	448	71.9%	429	67.7%	420	65.0%

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	17	16	15
Mathematics Grade 10	19	14	13
Science Grade 10	15	19	22
Social Studies Grade 10	18	16	19

(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
44	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 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	31	5.0%	22	3.5%	16	2.5%
Eligible for Free Lunch	218	35.0%	202	31.9%	203	31.4%

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		92.6%		93.8%		92.3%
Student Suspensions	90	14.1%	112	18.0%	117	18.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.3%	11.7%	7.3%
Public Assistance	41-50%	21-30%	31-40%
Student Stability	81%	95%	99%

Staff Counts

Staff	2002–2003
Total Teachers	65
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

*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	124	65	52%	104	73	70%	125	68	54%
Students with Disabilities	3	0	0%	5	0	0%	8	1	12%
All Students	127	65	51%	109	73	67%	133	69	52%

*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	43	53	1	16	14	6
Percent	32%	40%	1%	12%	11%	5%

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)
8	1	3	11

*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			32		28	
	Entered GED Program*			5		3	
	Total Noncompleters			37		31	
Students with Disabilities	Dropped Out			7		8	
	Entered GED Program*			2		0	
	Total Noncompleters			9		8	
All Students	Dropped Out	20	3.2%	39	6.2%	36	5.6%
	Entered GED Program*	30	4.8%	7	1.1%	3	0.5%
	Total Noncompleters	50	8.0%	46	7.3%	39	6.0%

*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		616	0
	Number of Students with Disabilities		12	0
	Number of All Students		628	0
	Percent of Enrollment		99%	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	0	0%	18	89%	1	#
Science	2	#	7	43%	2	#
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	0	0%	8	25%	1	#
U.S. Hist & Gov't	6	83%	2	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	67%	3	#	15	80%
Science	2	#	2	#	4	#
Reading	4	#	7	86%	10	90%
Writing	3	#	7	86%	8	88%
Global Studies	10	20%	3	#	12	25%
U.S. Hist & Gov't	5	60%	9	78%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	130	140	149	6	8	9
Number Scoring 55–100	126	116	126	4	2	2
Number Scoring 65–100	112	91	104	1	1	1
Number Scoring 85–100	19	36	26	1	0	0
Percentage of Tested Scoring 55–100	97%	83%	85%	67%	25%	22%
Percentage of Tested Scoring 65–100	86%	65%	70%	17%	12%	11%
Percentage of Tested Scoring 85–100	15%	26%	17%	17%	0%	0%
Mathematics A						
Number Tested	0	49	153	0	0	7
Number Scoring 55–100	0	24	131	0	0	2
Number Scoring 65–100	0	13	115	0	0	1
Number Scoring 85–100	0	1	42	0	0	0
Percentage of Tested Scoring 55–100	0%	49%	86%	0%	0%	29%
Percentage of Tested Scoring 65–100	0%	27%	75%	0%	0%	14%
Percentage of Tested Scoring 85–100	0%	2%	27%	0%	0%	0%
Mathematics B (first administered June 2001)						
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	169	138	177	14	1	22
Number Scoring 55–100	153	109	145	6	#	13
Number Scoring 65–100	134	85	127	2	#	9
Number Scoring 85–100	37	22	35	0	#	0
Percentage of Tested Scoring 55–100	91%	79%	82%	43%	#	59%
Percentage of Tested Scoring 65–100	79%	62%	72%	14%	#	41%
Percentage of Tested Scoring 85–100	22%	16%	20%	0%	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	113	135	125	3	4	9
Number Scoring 55–100	102	118	115	#	#	6
Number Scoring 65–100	90	91	104	#	#	6
Number Scoring 85–100	37	34	31	#	#	0
Percentage of Tested Scoring 55–100	90%	87%	92%	#	#	67%
Percentage of Tested Scoring 65–100	80%	67%	83%	#	#	67%
Percentage of Tested Scoring 85–100	33%	25%	25%	#	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	140	133	158	8	2	17
Number Scoring 55–100	138	130	143	8	#	10
Number Scoring 65–100	121	118	132	4	#	10
Number Scoring 85–100	14	25	23	0	#	1
Percentage of Tested Scoring 55–100	99%	98%	91%	100%	#	59%
Percentage of Tested Scoring 65–100	86%	89%	84%	50%	#	59%
Percentage of Tested Scoring 85–100	10%	19%	15%	0%	#	6%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	88	106	86	0	0	0
Number Scoring 55–100	85	100	83	0	0	0
Number Scoring 65–100	80	88	79	0	0	0
Number Scoring 85–100	41	40	31	0	0	0
Percentage of Tested Scoring 55–100	97%	94%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	83%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	47%	38%	36%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		64	60		1	0
Number Scoring 55–100		63	60		#	0
Number Scoring 65–100		52	56		#	0
Number Scoring 85–100		13	12		#	0
Percentage of Tested Scoring 55–100		98%	100%		#	0%
Percentage of Tested Scoring 65–100		81%	93%		#	0%
Percentage of Tested Scoring 85–100		20%	20%		#	0%
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	31	27	26	0	0	0
Number Scoring 55–100	31	27	26	0	0	0
Number Scoring 65–100	31	26	26	0	0	0
Number Scoring 85–100	14	14	19	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	45%	52%	73%	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	25	19	24	0	0	0
Number Scoring 55–100	25	19	24	0	0	0
Number Scoring 65–100	25	19	24	0	0	0
Number Scoring 85–100	12	13	19	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	48%	68%	79%	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	36	54	34	1	0	0
Number Scoring 55–100	35	54	34	#	0	0
Number Scoring 65–100	34	54	34	#	0	0
Number Scoring 85–100	19	26	17	#	0	0
Percentage of Tested Scoring 55–100	97%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	94%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	53%	48%	50%	#	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	96	92	16	1	1	0
Number Scoring 55–100	89	80	12	#	#	0
Number Scoring 65–100	84	72	10	#	#	0
Number Scoring 85–100	42	29	0	#	#	0
Percentage of Tested Scoring 55–100	93%	87%	75%	#	#	0%
Percentage of Tested Scoring 65–100	88%	78%	62%	#	#	0%
Percentage of Tested Scoring 85–100	44%	32%	0%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	63	63	62	0	0	0
Number Scoring 55–100	56	58	52	0	0	0
Number Scoring 65–100	50	52	47	0	0	0
Number Scoring 85–100	22	34	18	0	0	0
Percentage of Tested Scoring 55–100	89%	92%	84%	0%	0%	0%
Percentage of Tested Scoring 65–100	79%	83%	76%	0%	0%	0%
Percentage of Tested Scoring 85–100	35%	54%	29%	0%	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	77	99%	39	97%	59	95%
Students with Disabilities	10	70%	3	#	7	43%

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	120	120	120	11	11	11	131	131	131
Number Scoring 55–64	11	22	12	1	0	4	12	22	16
Number Scoring 65–84	73	54	65	3	3	5	76	57	70
Number Scoring 85–100	33	37	41	0	0	0	33	37	41
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)