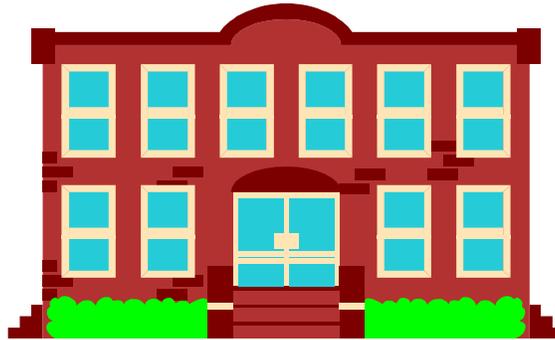


261600-01-0387

The New York State School Report Card  
for  
Alternative Education Center at Lofton  
in  
Rochester City School District

*An Overview of Academic Performance*



March 2002



The University of the State of New York  
**The State Education Department**

March 26, 2002

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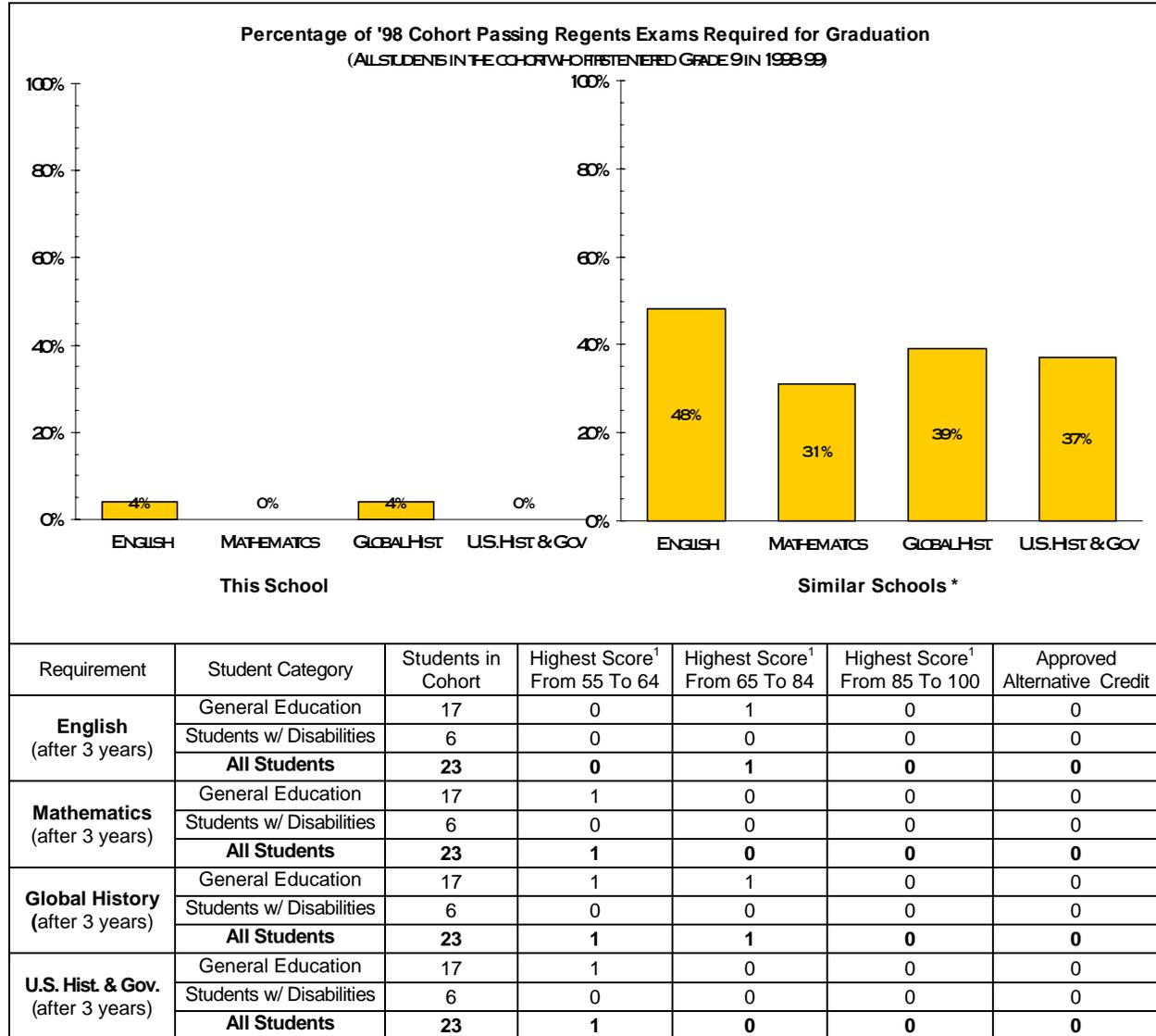
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## High School Achievement - After Three Years of Instruction

This section presents the success of students in this school on Regents examinations required for graduation. Passing is defined as scoring 65 or higher, or earning approved alternative credit. Students who earn credit through component retesting are counted as if they scored in range 55 to 64 or in range 65 to 84 as determined by the results of the component retest. This page presents information about students who first entered grade 9 in 1998-99, displaying results after three years. Safety-net provisions of the graduation requirements allow some students to earn credit for graduation by alternative means. The percentage of students meeting their personal graduation requirements after four years is presented elsewhere in this report as a school accountability measure.



\* Similar Schools are schools grouped by district and student demographic characteristics. Further explanation is available at <http://www.emsc.nysed.gov/repord2002/similar.html>.

1 Cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations.

2 Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

# To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "General-Education" category.

## School Profile

Principal: Mr. Harry Harris		Phone: (585)325-6934	
<b>Organization 2000-01</b>		School Staff <sup>1</sup> (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
9-12	240	25	10

<b>1999-00 School District-wide Total Expenditure per Pupil</b>	\$11,742
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<b>Student Enrollment</b>			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	0
Kindergarten	0	Grade 8	0
Grade 1	0	Grade 9	44
Grade 2	0	Grade 10	76
Grade 3	0	Grade 11	30
Grade 4	0	Grade 12	32
Grade 5	0	Ungraded Elementary with Disabilities	0
Grade 6	0	Ungraded Secondary with Disabilities	58

<b>Student Demographics Used To Determine Similar School Groups</b>	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	9	3.0%	225	105.6%	7	2.9%
Eligible For Free Lunch	81	26.8%	108	50.7%	126	52.5%

<b>Similar Schools Group</b>	This school is in Similar Schools Group 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.
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<sup>1</sup> Some district-employed staff serve in more than one school. These shared people are not reported here.

## System of Accountability for Student Success (SASS)

This section presents this school's results relative to Commissioner's standards for school performance. To raise performance, the Commissioner has established State standards for schools for each school year through 2002-03.

Schools are expected to meet or exceed the Commissioner's standards. School districts must develop and implement local assistance plans (LAP) to bring every public school up to these levels. Schools that fall below a standard are assigned adequate yearly progress (AYP) targets. This school-specific program of attainable goals is intended to allow schools below standard to "compete against themselves" by showing adequate progress towards closing the gap between their baseline performance and the State standard.

A Performance Index is used to assess school performance relative to elementary- and middle-level State standards for English language arts and for mathematics. The Performance Index credits each school for the students demonstrating some of the Learning Standards (Level 2) and for the students demonstrating all of the assessed Learning Standards (Level 3 and Level 4). Students at the higher levels contribute more to the Performance Index than do Level 2 students. Level 1 performance earns no credit. As a guide to understanding, the Performance Index may be understood as the sum of the percentage of students performing at or above Level 2 plus the percentage of students performing at or above Level 3.

More information about this school accountability program is available from the State Education Department Web site (<http://www.emsc.nysed.gov/repcrd2002>). There you can find the rules for which students' results are included in the Performance Index, for how the performance of English language learners is included, for how the baseline numbers are calculated, for accountability for very small schools, and for when and how adequate yearly progress targets are assigned. Please note that Performance Index is only presented for schools that reported 20 or more continuously enrolled students' results. For this purpose continuously enrolled is defined as being enrolled in the school from October through the date of the State assessment.

The Commissioner has decided that until there is a State plan to meet the requirements of the Federal "No Child Left Behind" legislation he will not establish a State SASS standard for the 2003-04 school year for the elementary- and middle-level State assessments for English language arts and for mathematics. Therefore, no AYP targets are computed for the 2003-04 school year at this time. Schools that met a State standard in 1999-00 but performed below the State standard in 2000-01 are assigned AYP targets for the 2001-02 and 2002-03 school years. These AYP targets are determined using the 2002-03 State SASS standard Performance Index value of 150. Schools that performed below a State standard in 1999-00 were previously assigned AYP targets for 2001-02 and 2002-03, while schools that met State standards in 2000-01 are not assigned AYP targets.

Because this is a SURR school, SASS targets have been superceded by SURR targets.

# School Under Registration Review (SURR)

This school is presently identified as a School Under Registration Review (SURR). Commissioner's Regulations require the Commissioner to annually place under Registration Review those schools that are determined to be farthest from State standards and most in need of improvement. The Commissioner establishes a timeline by which each SURR must meet performance targets in its area(s) of identification. A school that meets these targets may be removed from registration review, except that in the school's first year of identification the school must not only achieve its performance targets, but also meet all State standards in its area(s) of identification to be removed from registration review. The Commissioner may recommend that the Board of Regents revoke the registration of the school. Revocation of registration will prevent the school from further operation as a public school. When circumstances warrant, the Commissioner may extend the time frame for a school to make the required progress.

When a school is identified for registration review, a team of experts visits the school and prepares a report. Each district develops a Corrective Action Plan and each school develops a Comprehensive Education Plan to address the recommendations contained in the report. Both the State Education Department and the local school district provide additional support and resources to assist the school to improve.

For each area of identification, the required SURR performance program supercedes the SASS targets that otherwise apply to schools that perform below State standards. The following charts display all performance areas of SURR identification for this school for English language arts and mathematics the period from 1999-2000 and for annual dropout rate from 1996-1997 to the end of the target timeline, including the year for which the school was identified, the subsequent history of measured performance, and the minimum and target levels established for the school.

## English Language Arts Performance

High School ELA measured by the Annual Cohort					
School Year			1999-2000	2000-2001	2001-2002
Target PI			NA	55	58
Measured PI			32	38	-
Minimum PI			NA	55	58
This school was identified for SURR during the 1998-1999 school year. This school was given SURR performance targets on this criteria based upon its 1999-2000 school year performance. Target performance must be met by 2001-2002. * To be considered for removal for registration in the year of a school's SURR identification, the school must achieve the State standard on the criteria for which it was identified.					

## Mathematics Performance

High School Mathematics Measured by the Annual Cohort					
School Year			1999-2000	2000-2001	2001-2002
Target PI			NA	55	58
Measured PI			45	38	-
Minimum PI			NA	55	58
This school was identified for SURR during the 1998-1999 school year. This school was given SURR performance targets on this criteria based upon its 1999-2000 school year performance. Target performance must be met by 2001-2002. * To be considered for removal for registration in the year of a school's SURR identification, the school must achieve the State standard on the criteria for which it was identified.					

## Annual Dropout Rate

Annual Dropout Rate					
School Year	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Target PI	7.5	7.5*	7.5	7.5	7.5
Measured PI	44	27	42	4	-
Minimum PI	29.5	29.5	29.5	29.5	29.5
This school was identified for SURR during the 1998-1999 school year. This school was given SURR performance targets on this criteria based upon its 1996-1997 school year performance. Target performance must be met using 2000-2001 school year dropout data. * To be considered for removal for registration in the year of a school's SURR identification, the school must achieve the State standard on the criteria for which it was identified.					