

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	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	202	182	195
Tenth	157	176	166
Eleventh	153	142	153
Twelfth	122	146	132
Ungraded Secondary	0	0	0
Total K-12 Enrollment	634	646	646

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	5	0.8%	8	1.2%	8	1.2%
Black (Not Hispanic)	49	7.7%	56	8.7%	44	6.8%
Hispanic	151	23.8%	162	25.1%	173	26.8%
White (Not Hispanic)	429	67.7%	420	65.0%	421	65.2%

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	16	15	19
Mathematics Grade 10	14	13	15
Science Grade 10	19	22	21
Social Studies Grade 10	16	19	20

(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	22	3.5%	16	2.5%	26	4.0%
Eligible for Free Lunch	202	31.9%	203	31.4%	272	42.1%

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%		92.3%		92.2%
Student Suspensions	112	18.0%	117	18.5%	113	17.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	11.7%	7.3%	8.8%
Public Assistance	21-30%	31-40%	31-40%
Student Stability	95%	99%	94%

Staff Counts

Staff	2003-04
Total Teachers	65
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*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	104	73	70%	125	68	54%	109	78	72%
Students with Disabilities	5	0	0%	8	1	12%	3	0	0%
All Students	109	73	67%	133	69	52%	112	78	70%

*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	51	41	0	7	11	2
Percent	46%	37%	0%	6%	10%	2%

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)
3	0	2	5

*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	32		28		22	3.9%
	Entered GED Program*	5		3		8	1.4%
	Total Noncompleters	37		31		30	5.3%
Students with Disabilities	Dropped Out	7		8		16	20.5%
	Entered GED Program*	2		0		1	1.3%
	Total Noncompleters	9		8		17	21.8%
All Students	Dropped Out	39	6.2%	36	5.6%	38	5.9%
	Entered GED Program*	7	1.1%	3	0.5%	9	1.4%
	Total Noncompleters	46	7.3%	39	6.0%	47	7.3%

*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	616	0	579
	Number of Students with Disabilities	12	0	67
	Number of All Students	628	0	646
	Percent of Enrollment	99%	0%	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; completer 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	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	18	89%	1	#	3	#
Science	7	43%	2	#	2	#
Reading	1	#	1	#	3	#
Writing	1	#	1	#	3	#
Global Studies	8	25%	1	#	3	#
U.S. Hist & Gov't	2	#	1	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	15	80%	21	38%
Science	2	#	4	#	29	52%
Reading	7	86%	10	90%	8	63%
Writing	7	86%	8	88%	8	88%
Global Studies	3	#	12	25%	11	27%
U.S. Hist & Gov't	9	78%	3	#	6	33%

(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	140	149	127	8	9	9
Number Scoring 55-100	116	126	113	2	2	3
Number Scoring 65-100	91	104	100	1	1	1
Number Scoring 85-100	36	26	30	0	0	0
Percentage of Tested Scoring 55-100	83%	85%	89%	25%	22%	33%
Percentage of Tested Scoring 65-100	65%	70%	79%	12%	11%	11%
Percentage of Tested Scoring 85-100	26%	17%	24%	0%	0%	0%
Mathematics A						
Number Tested	49	153	125	0	7	8
Number Scoring 55-100	24	131	123	0	2	7
Number Scoring 65-100	13	115	113	0	1	6
Number Scoring 85-100	1	42	35	0	0	1
Percentage of Tested Scoring 55-100	49%	86%	98%	0%	29%	88%
Percentage of Tested Scoring 65-100	27%	75%	90%	0%	14%	75%
Percentage of Tested Scoring 85-100	2%	27%	28%	0%	0%	12%
Mathematics B						
Number Tested	0	0	28	0	0	0
Number Scoring 55-100	0	0	15	0	0	0
Number Scoring 65-100	0	0	11	0	0	0
Number Scoring 85-100	0	0	1	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	54%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	39%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	4%	0%	0%	0%
Global History and Geography						
Number Tested	138	177	166	1	22	21
Number Scoring 55-100	109	145	133	#	13	9
Number Scoring 65-100	85	127	108	#	9	7
Number Scoring 85-100	22	35	36	#	0	0
Percentage of Tested Scoring 55-100	79%	82%	80%	#	59%	43%
Percentage of Tested Scoring 65-100	62%	72%	65%	#	41%	33%
Percentage of Tested Scoring 85-100	16%	20%	22%	#	0%	0%
U.S. History and Government						
Number Tested	135	125	133	4	9	8
Number Scoring 55-100	118	115	121	#	6	4
Number Scoring 65-100	91	104	106	#	6	1
Number Scoring 85-100	34	31	42	#	0	0
Percentage of Tested Scoring 55-100	87%	92%	91%	#	67%	50%
Percentage of Tested Scoring 65-100	67%	83%	80%	#	67%	12%
Percentage of Tested Scoring 85-100	25%	25%	32%	#	0%	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	133	158	151	2	17	12
Number Scoring 55-100	130	143	141	#	10	9
Number Scoring 65-100	118	132	125	#	10	5
Number Scoring 85-100	25	23	27	#	1	1
Percentage of Tested Scoring 55-100	98%	91%	93%	#	59%	75%
Percentage of Tested Scoring 65-100	89%	84%	83%	#	59%	42%
Percentage of Tested Scoring 85-100	19%	15%	18%	#	6%	8%
Physical Setting/Earth Science						
Number Tested	106	86	91	0	0	2
Number Scoring 55-100	100	83	82	0	0	#
Number Scoring 65-100	88	79	72	0	0	#
Number Scoring 85-100	40	31	26	0	0	#
Percentage of Tested Scoring 55-100	94%	97%	90%	0%	0%	#
Percentage of Tested Scoring 65-100	83%	92%	79%	0%	0%	#
Percentage of Tested Scoring 85-100	38%	36%	29%	0%	0%	#
Physical Setting/Chemistry						
Number Tested	64	60	80	1	0	0
Number Scoring 55-100	63	60	78	#	0	0
Number Scoring 65-100	52	56	69	#	0	0
Number Scoring 85-100	13	12	15	#	0	0
Percentage of Tested Scoring 55-100	98%	100%	97%	#	0%	0%
Percentage of Tested Scoring 65-100	81%	93%	86%	#	0%	0%
Percentage of Tested Scoring 85-100	20%	20%	19%	#	0%	0%
Physical Setting/Physics						
Number Tested			12			0
Number Scoring 55-100			12			0
Number Scoring 65-100			12			0
Number Scoring 85-100			2			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			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	27	26	18	0	0	0
Number Scoring 55-100	27	26	18	0	0	0
Number Scoring 65-100	26	26	18	0	0	0
Number Scoring 85-100	14	19	13	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	96%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	52%	73%	72%	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	19	24	20	0	0	0
Number Scoring 55-100	19	24	20	0	0	0
Number Scoring 65-100	19	24	20	0	0	0
Number Scoring 85-100	13	19	15	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	68%	79%	75%	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	54	34	46	0	0	0
Number Scoring 55-100	54	34	46	0	0	0
Number Scoring 65-100	54	34	45	0	0	0
Number Scoring 85-100	26	17	30	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 85-100	48%	50%	65%	0%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	63	62	86	0	0	0
Number Scoring 55-100	58	52	65	0	0	0
Number Scoring 65-100	52	47	55	0	0	0
Number Scoring 85-100	34	18	15	0	0	0
Percentage of Tested Scoring 55-100	92%	84%	76%	0%	0%	0%
Percentage of Tested Scoring 65-100	83%	76%	64%	0%	0%	0%
Percentage of Tested Scoring 85-100	54%	29%	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	39	97%	59	95%	79	90%
Students with Disabilities	3	#	7	43%	6	67%

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	120	120	120	12	12	12	132	132	132
Number Scoring 55–64	11	4	5	3	0	3	14	4	8
Number Scoring 65–84	80	64	64	5	4	5	85	68	69
Number Scoring 85–100	24	42	44	0	0	0	24	42	44
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			18			4
Beginning (0-18)			5			#
Intermediate (19-31)			4			#
Advanced (32-36)			4			#
Proficient (37-39)			5			#
Reading and Writing (Grade 9-12)						
Number Tested			18			4
Beginning (0-14)			7			#
Intermediate (15-24)			7			#
Advanced (25-32)			3			#
Proficient (33-35)			1			#

*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)