

New York State School Report Card Comprehensive Information Report

BEDS Code: 49-12-00-01-0007
 Name: Rensselaer High School
 Principal: Michael Dawkins

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	91	93	93
Tenth	86	72	82
Eleventh	59	57	64
Twelfth	64	64	54
Ungraded Secondary	0	0	0
Total K-12 Enrollment	300	286	293

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%	3	1.0%	7	2.4%
Black (Not Hispanic)	37	12.3%	35	12.2%	35	11.9%
Hispanic	6	2.0%	5	1.7%	7	2.4%
White (Not Hispanic)	254	84.7%	243	85.0%	244	83.3%

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	17	19
Mathematics Grade 10	19	18	18
Science Grade 10	14	0	0
Social Studies Grade 10	14	20	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
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	5	1.7%	1	0.4%	3	1.0%
Eligible for Free Lunch	93	31.0%	109	38.1%	158	53.9%

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		93.0%		93.8%		94.6%
Student Suspensions	43	8.2%	57	19.0%	50	17.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	11.3%	11.9%	18.4%
Public Assistance	41-50%	51-60%	51-60%
Student Stability	97%	100%	100%

Staff Counts

Staff	2003-04
Total Teachers	25
Total Other Professional Staff	1
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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	46	28	61%	51	21	41%	38	24	63%
Students with Disabilities	8	0	0%	4	0	0%	10	1	10%
All Students	54	28	52%	55	21	38%	48	25	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 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	13	32	0	0	3	0
Percent	27%	67%	0%	0%	6%	0%

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)
10	1	4	14

*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	5		4		1	0.4%
	Entered GED Program*	7		1		7	3.1%
	Total Noncompleters	12		5		8	3.6%
Students with Disabilities	Dropped Out	3		4		4	6.5%
	Entered GED Program*	1		2		1	1.6%
	Total Noncompleters	4		6		5	8.1%
All Students	Dropped Out	8	2.7%	8	2.8%	5	1.8%
	Entered GED Program*	8	2.7%	3	1.0%	8	2.8%
	Total Noncompleters	16	5.3%	11	3.8%	13	4.6%

*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	0	222	293
	Number of Students with Disabilities	0	64	0
	Number of All Students	0	286	293
	Percent of Enrollment	0%	100%	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	63	60%	59	73%	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	2	#	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	#	0	0%	1	#
Science	2	#	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	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
Mathematics	6	83%	4	#	1	#
Science	8	63%	1	#	1	#
Reading	2	#	6	100%	1	#
Writing	4	#	2	#	4	#
Global Studies	3	#	3	#	1	#
U.S. Hist & Gov't	3	#	3	#	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	63	55	58	5	10	6
Number Scoring 55-100	58	43	56	3	3	6
Number Scoring 65-100	42	40	53	1	3	4
Number Scoring 85-100	4	15	19	0	0	1
Percentage of Tested Scoring 55-100	92%	78%	97%	60%	30%	100%
Percentage of Tested Scoring 65-100	67%	73%	91%	20%	30%	67%
Percentage of Tested Scoring 85-100	6%	27%	33%	0%	0%	17%
Mathematics A						
Number Tested	23	61	58	0	8	9
Number Scoring 55-100	16	47	50	0	2	6
Number Scoring 65-100	14	36	38	0	1	5
Number Scoring 85-100	5	5	1	0	0	0
Percentage of Tested Scoring 55-100	70%	77%	86%	0%	25%	67%
Percentage of Tested Scoring 65-100	61%	59%	66%	0%	12%	56%
Percentage of Tested Scoring 85-100	22%	8%	2%	0%	0%	0%
Mathematics B						
Number Tested	0	13	35	0	0	0
Number Scoring 55-100	0	10	27	0	0	0
Number Scoring 65-100	0	7	22	0	0	0
Number Scoring 85-100	0	0	4	0	0	0
Percentage of Tested Scoring 55-100	0%	77%	77%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	54%	63%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	11%	0%	0%	0%
Global History and Geography						
Number Tested	67	62	67	13	6	9
Number Scoring 55-100	59	57	64	11	5	6
Number Scoring 65-100	49	56	58	8	5	4
Number Scoring 85-100	16	21	19	0	0	1
Percentage of Tested Scoring 55-100	88%	92%	96%	85%	83%	67%
Percentage of Tested Scoring 65-100	73%	90%	87%	62%	83%	44%
Percentage of Tested Scoring 85-100	24%	34%	28%	0%	0%	11%
U.S. History and Government						
Number Tested	72	49	59	9	9	7
Number Scoring 55-100	65	44	53	5	7	5
Number Scoring 65-100	62	41	44	4	6	2
Number Scoring 85-100	13	9	22	0	0	1
Percentage of Tested Scoring 55-100	90%	90%	90%	56%	78%	71%
Percentage of Tested Scoring 65-100	86%	84%	75%	44%	67%	29%
Percentage of Tested Scoring 85-100	18%	18%	37%	0%	0%	14%

(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	53	68	69	6	8	8
Number Scoring 55-100	53	63	64	6	8	6
Number Scoring 65-100	51	49	50	6	3	4
Number Scoring 85-100	17	5	6	0	0	1
Percentage of Tested Scoring 55-100	100%	93%	93%	100%	100%	75%
Percentage of Tested Scoring 65-100	96%	72%	72%	100%	38%	50%
Percentage of Tested Scoring 85-100	32%	7%	9%	0%	0%	12%
Physical Setting/Earth Science						
Number Tested	15	49	65	1	3	7
Number Scoring 55-100	14	47	57	#	#	6
Number Scoring 65-100	14	44	43	#	#	3
Number Scoring 85-100	2	9	7	#	#	0
Percentage of Tested Scoring 55-100	93%	96%	88%	#	#	86%
Percentage of Tested Scoring 65-100	93%	90%	66%	#	#	43%
Percentage of Tested Scoring 85-100	13%	18%	11%	#	#	0%
Physical Setting/Chemistry						
Number Tested	49	19	24	0	0	0
Number Scoring 55-100	48	18	24	0	0	0
Number Scoring 65-100	43	12	19	0	0	0
Number Scoring 85-100	2	0	0	0	0	0
Percentage of Tested Scoring 55-100	98%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	63%	79%	0%	0%	0%
Percentage of Tested Scoring 85-100	4%	0%	0%	0%	0%	0%
Physical Setting/Physics						
Number Tested			18			0
Number Scoring 55-100			16			0
Number Scoring 65-100			13			0
Number Scoring 85-100			1			0
Percentage of Tested Scoring 55-100			89%			0%
Percentage of Tested Scoring 65-100			72%			0%
Percentage of Tested Scoring 85-100			6%			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	34	33	36	0	0	1
Number Scoring 55-100	34	32	34	0	0	#
Number Scoring 65-100	32	31	31	0	0	#
Number Scoring 85-100	16	17	10	0	0	#
Percentage of Tested Scoring 55-100	100%	97%	94%	0%	0%	#
Percentage of Tested Scoring 65-100	94%	94%	86%	0%	0%	#
Percentage of Tested Scoring 85-100	47%	52%	28%	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	26	20	7	1	0	0
Number Scoring 55-100	25	13	2	#	0	0
Number Scoring 65-100	23	9	1	#	0	0
Number Scoring 85-100	8	1	0	#	0	0
Percentage of Tested Scoring 55-100	96%	65%	29%	#	0%	0%
Percentage of Tested Scoring 65-100	88%	45%	14%	#	0%	0%
Percentage of Tested Scoring 85-100	31%	5%	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	6	100%	0	0%	12	100%
Students with Disabilities	12	92%	0	0%	5	40%

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	37	37	37	14	14	14	51	51	51
Number Scoring 55–64	0	2	2	2	1	4	2	3	6
Number Scoring 65–84	21	23	27	7	6	6	28	29	33
Number Scoring 85–100	13	9	6	0	0	0	13	9	6
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			4			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			4			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)