

# 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	2002-03	2003-04	2004-05
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	182	195	213
Tenth	176	166	190
Eleventh	142	153	142
Twelfth	146	132	127
Ungraded Secondary	0	0	0
Total K-12 Enrollment	646	646	672

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	8	1.2%	8	1.2%	6	0.9%
Black (Not Hispanic)	56	8.7%	44	6.8%	56	8.3%
Hispanic	162	25.1%	173	26.8%	171	25.4%
White (Not Hispanic)	420	65.0%	421	65.2%	439	65.3%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	15	19	17
Mathematics Grade 10	13	15	17
Science Grade 10	22	21	24
Social Studies Grade 10	19	20	16

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	16	2.5%	26	4.0%	35	5.2%
Eligible for Free Lunch	203	31.4%	272	42.1%	190	28.3%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.3%		92.2%		91.8%
Student Suspensions	117	18.5%	113	17.5%	120	18.6%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	7.3%	8.8%	9.2%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	99%	94%	91%

### Staff Counts

Staff	2004-05
Total Teachers	66
Total Other Professional Staff	7
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 and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	125	109	106
	Regents Diplomas	68	78	86
	% Regents Diplomas	54%	72%	81%
	Regents Diplomas with Advanced Designation**			37
	% Regents Diplomas with Advanced Designation			35%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	8	3	7
	Regents Diplomas	1	0	2
	% Regents Diplomas	12%	0%	29%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	3	2	4
<b>All Students</b>	Total Graduates*	133	112	113
	Regents Diplomas	69	78	88
	% Regents Diplomas	52%	70%	78%
	Regents Diplomas with Advanced Designation**			37
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates	3	2	4

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	45	44	0	4	11	0	0	2
	<b>Percent</b>	42%	42%	0%	4%	10%	0%	0%	2%
<b>Students with Disabilities</b>	<b>Number</b>	1	4	0	0	2	0	0	0
	<b>Percent</b>	14%	57%	0%	0%	29%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	46	48	0	4	13	0	0	2
	<b>Percent</b>	41%	42%	0%	4%	12%	0%	0%	2%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	28		22	3.9%	29	4.8%
	Entered GED Program*	3		8	1.4%	13	2.2%
	Total Noncompleters	31		30	5.3%	42	7.0%
<b>Students with Disabilities</b>	Dropped Out	8		16	20.5%	14	16.3%
	Entered GED Program*	0		1	1.3%	1	1.2%
	Total Noncompleters	8		17	21.8%	15	17.4%
<b>All Students</b>	Dropped Out	36	5.6%	38	5.9%	43	6.3%
	Entered GED Program*	3	0.5%	9	1.4%	14	2.0%
	Total Noncompleters	39	6.0%	47	7.3%	57	8.3%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	579	596
	Number of Students with Disabilities	0	67	76
	Number of All Students	0	646	672
	Percent of Enrollment	0%	100%	100%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	0	0%
Science	2	#	2	#	0	0%
Reading	1	#	3	#	2	#
Writing	1	#	3	#	1	#
Global Studies	1	#	3	#	0	0%
U.S. Hist & Gov't	1	#	2	#	2	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	80%	21	38%	24	38%
Science	4	#	29	52%	6	17%
Reading	10	90%	8	63%	11	91%
Writing	8	88%	8	88%	11	100%
Global Studies	12	25%	11	27%	12	17%
U.S. Hist & Gov't	3	#	6	33%	12	58%

(Form - E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	149	127	139	9	9	9
Number Scoring 55-100	126	113	119	2	3	5
Number Scoring 65-100	104	100	88	1	1	0
Number Scoring 85-100	26	30	21	0	0	0
Percentage of Tested Scoring 55-100	85%	89%	86%	22%	33%	56%
Percentage of Tested Scoring 65-100	70%	79%	63%	11%	11%	0%
Percentage of Tested Scoring 85-100	17%	24%	15%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	153	125	150	7	8	8
Number Scoring 55-100	131	123	144	2	7	7
Number Scoring 65-100	115	113	129	1	6	5
Number Scoring 85-100	42	35	47	0	1	0
Percentage of Tested Scoring 55-100	86%	98%	96%	29%	88%	88%
Percentage of Tested Scoring 65-100	75%	90%	86%	14%	75%	62%
Percentage of Tested Scoring 85-100	27%	28%	31%	0%	12%	0%
<b>Mathematics B</b>						
Number Tested	0	28	72	0	0	2
Number Scoring 55-100	0	15	43	0	0	#
Number Scoring 65-100	0	11	27	0	0	#
Number Scoring 85-100	0	1	3	0	0	#
Percentage of Tested Scoring 55-100	0%	54%	60%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	39%	38%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	4%	4%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	177	166	183	22	21	14
Number Scoring 55-100	145	133	153	13	9	7
Number Scoring 65-100	127	108	118	9	7	1
Number Scoring 85-100	35	36	28	0	0	0
Percentage of Tested Scoring 55-100	82%	80%	84%	59%	43%	50%
Percentage of Tested Scoring 65-100	72%	65%	64%	41%	33%	7%
Percentage of Tested Scoring 85-100	20%	22%	15%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	125	133	133	9	8	15
Number Scoring 55-100	115	121	102	6	4	7
Number Scoring 65-100	104	106	86	6	1	4
Number Scoring 85-100	31	42	53	0	0	1
Percentage of Tested Scoring 55-100	92%	91%	77%	67%	50%	47%
Percentage of Tested Scoring 65-100	83%	80%	65%	67%	12%	27%
Percentage of Tested Scoring 85-100	25%	32%	40%	0%	0%	7%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	158	151	175	17	12	19
Number Scoring 55-100	143	141	154	10	9	9
Number Scoring 65-100	132	125	128	10	5	6
Number Scoring 85-100	23	27	19	1	1	0
Percentage of Tested Scoring 55-100	91%	93%	88%	59%	75%	47%
Percentage of Tested Scoring 65-100	84%	83%	73%	59%	42%	32%
Percentage of Tested Scoring 85-100	15%	18%	11%	6%	8%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	86	91	113	0	2	5
Number Scoring 55-100	83	82	93	0	#	3
Number Scoring 65-100	79	72	77	0	#	3
Number Scoring 85-100	31	26	21	0	#	0
Percentage of Tested Scoring 55-100	97%	90%	82%	0%	#	60%
Percentage of Tested Scoring 65-100	92%	79%	68%	0%	#	60%
Percentage of Tested Scoring 85-100	36%	29%	19%	0%	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	60	80	70	0	0	1
Number Scoring 55-100	60	78	70	0	0	#
Number Scoring 65-100	56	69	61	0	0	#
Number Scoring 85-100	12	15	14	0	0	#
Percentage of Tested Scoring 55-100	100%	97%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	93%	86%	87%	0%	0%	#
Percentage of Tested Scoring 85-100	20%	19%	20%	0%	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		12	18		0	0
Number Scoring 55-100		12	15		0	0
Number Scoring 65-100		12	10		0	0
Number Scoring 85-100		2	2		0	0
Percentage of Tested Scoring 55-100		100%	83%		0%	0%
Percentage of Tested Scoring 65-100		100%	56%		0%	0%
Percentage of Tested Scoring 85-100		17%	11%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	26	18	30	0	0	0
Number Scoring 55-100	26	18	30	0	0	0
Number Scoring 65-100	26	18	29	0	0	0
Number Scoring 85-100	19	13	20	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	73%	72%	67%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
Number Tested	24	20	16	0	0	0
Number Scoring 55-100	24	20	16	0	0	0
Number Scoring 65-100	24	20	16	0	0	0
Number Scoring 85-100	19	15	11	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	79%	75%	69%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	34	46	52	0	0	1
Number Scoring 55-100	34	46	52	0	0	#
Number Scoring 65-100	34	45	51	0	0	#
Number Scoring 85-100	17	30	31	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	98%	98%	0%	0%	#
Percentage of Tested Scoring 85-100	50%	65%	60%	0%	0%	#
<b>Comprehensive Latin</b>						
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)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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

### 2001 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	108	108	108	16	16	16	124	124	124
Number Scoring 55–64	8	7	3	4	5	6	12	12	9
Number Scoring 65–84	53	42	58	6	1	5	59	43	63
Number Scoring 85–100	34	39	36	0	0	0	34	39	36
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		18	16		4	2
Beginning		5	2		#	#
Intermediate		4	7		#	#
Advanced		4	4		#	#
Proficient		5	3		#	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		18	16		4	2
Beginning		7	3		#	#
Intermediate		7	8		#	#
Advanced		3	3		#	#
Proficient		1	2		#	#

\*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)