

# New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0084

Grade Range : K-12

Name: P.S. 84

Principal: Sandra Wilhite

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	0	0	8
First	0	0	8
Second	0	0	7
Third	0	0	7
Fourth	0	0	12
Fifth	0	0	15
Sixth	1	1	11
Ungraded Elementary	68	68	0
Seventh	0	1	10
Eighth	2	0	15
Ninth	1	0	8
Tenth	1	3	11
Eleventh	0	0	7
Twelfth	1	2	18
Ungraded Secondary	80	71	0
Total K-12 Enrollment	154	146	137

## 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	4	2.6%	2	1.4%	4	2.9%
Black (Not Hispanic)	64	41.6%	66	45.2%	53	38.7%
Hispanic	12	7.8%	14	9.6%	24	17.5%
White (Not Hispanic)	74	48.1%	64	43.8%	56	40.9%

## 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	0	0	0
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	0	0

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	5	3.3%	7	4.8%	7	5.1%
Eligible for Free Lunch	0	0.0%	0	0.0%	137	100.0%

### 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		89.3%		88.8%		88.4%
Student Suspensions	4	2.4%	6	3.9%	0	0.0%

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

	2002-03	2003-04	2004-05
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	61-70%	61-70%	51-60%
Student Stability	0%	0%	67%

### Staff Counts

Staff	2004-05
Total Teachers	28
Total Other Professional Staff	12
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*	1	2	4
	Regents Diplomas	1	1	0
	% Regents Diplomas	100%	50%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	0	4	1
	Regents Diplomas	0	1	0
	% Regents Diplomas	0%	25%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	8	7	12
<b>All Students</b>	Total Graduates*	1	6	5
	Regents Diplomas	1	2	0
	% Regents Diplomas	100%	33%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	8	7	12

\* 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>	2	2	0	0	0	0	0	0
	<b>Percent</b>	50%	50%	0%	0%	0%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	0	0	0	1	0	0	0
	<b>Percent</b>	0%	0%	0%	0%	100%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	2	2	0	0	1	0	0	0
	<b>Percent</b>	40%	40%	0%	0%	20%	0%	0%	0%

## 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	0		0	0.0%	0	0.0%
	Entered GED Program*	0		1	12.5%	0	0.0%
	Total Noncompleters	0		1	12.5%	0	0.0%
<b>Students with Disabilities</b>	Dropped Out	1		1	2.4%	0	0.0%
	Entered GED Program*	1		0	0.0%	1	2.7%
	Total Noncompleters	2		1	2.4%	1	2.7%
<b>All Students</b>	Dropped Out	1	2.0%	1	2.0%	0	0.0%
	Entered GED Program*	1	2.0%	1	2.0%	1	2.1%
	Total Noncompleters	2	3.9%	2	4.1%	1	2.1%

\*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	23	0
	Number of All Students	0	23	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	3	0
	Number of Students with Disabilities	3	44	0
	Number of All Students	3	47	0
	Percent of Enrollment	3%	57%	0%
9-12	Number of General-Education Students	0	2	0
	Number of Students with Disabilities	0	8	0
	Number of All Students	0	10	0
	Percent of Enrollment	0%	16%	0%

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

(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	4	4	3	4	1	1
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	#	#	#	#	#	#
<b>Mathematics A</b>						
Number Tested	0	6	2	0	2	1
Number Scoring 55-100	0	4	#	0	#	#
Number Scoring 65-100	0	3	#	0	#	#
Number Scoring 85-100	0	0	#	0	#	#
Percentage of Tested Scoring 55-100	0%	67%	#	0%	#	#
Percentage of Tested Scoring 65-100	0%	50%	#	0%	#	#
Percentage of Tested Scoring 85-100	0%	0%	#	0%	#	#
<b>Mathematics B</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>Global History and Geography</b>						
Number Tested	2	2	7	1	1	3
Number Scoring 55-100	#	#	6	#	#	#
Number Scoring 65-100	#	#	4	#	#	#
Number Scoring 85-100	#	#	0	#	#	#
Percentage of Tested Scoring 55-100	#	#	86%	#	#	#
Percentage of Tested Scoring 65-100	#	#	57%	#	#	#
Percentage of Tested Scoring 85-100	#	#	0%	#	#	#
<b>U.S. History and Government</b>						
Number Tested	0	5	1	0	2	0
Number Scoring 55-100	0	1	#	0	#	0
Number Scoring 65-100	0	1	#	0	#	0
Number Scoring 85-100	0	0	#	0	#	0
Percentage of Tested Scoring 55-100	0%	20%	#	0%	#	0%
Percentage of Tested Scoring 65-100	0%	20%	#	0%	#	0%
Percentage of Tested Scoring 85-100	0%	0%	#	0%	#	0%

(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	0	6	0	0	3	0
Number Scoring 55-100	0	5	0	0	#	0
Number Scoring 65-100	0	4	0	0	#	0
Number Scoring 85-100	0	0	0	0	#	0
Percentage of Tested Scoring 55-100	0%	83%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	67%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	4	5	7	2	3	4
Number Scoring 55-100	#	4	4	#	#	#
Number Scoring 65-100	#	1	2	#	#	#
Number Scoring 85-100	#	0	0	#	#	#
Percentage of Tested Scoring 55-100	#	80%	57%	#	#	#
Percentage of Tested Scoring 65-100	#	20%	29%	#	#	#
Percentage of Tested Scoring 85-100	#	0%	0%	#	#	#
<b>Physical Setting/Chemistry</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>Physical Setting/Physics</b>						
Number Tested		0	0		0	0
Number Scoring 55-100		0	0		0	0
Number Scoring 65-100		0	0		0	0
Number Scoring 85-100		0	0		0	0
Percentage of Tested Scoring 55-100		0%	0%		0%	0%
Percentage of Tested Scoring 65-100		0%	0%		0%	0%
Percentage of Tested Scoring 85-100		0%	0%		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	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 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	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 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	0	1	0	0	0	0
Number Scoring 55-100	0	#	0	0	0	0
Number Scoring 65-100	0	#	0	0	0	0
Number Scoring 85-100	0	#	0	0	0	0
Percentage of Tested Scoring 55-100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	0%	0%	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)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	9	56%	33%	11%	0%
	All Students	9	56%	33%	11%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	2	#	#	#	#
	Students with Disabilities	6	#	#	#	#
	All Students	8	13%	75%	13%	0%

(Form – I)

## 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	3	1	#	#	#	#
<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	3	3	3	6	6	6	9	9	9
Number Scoring 55–64	#	#	#	#	#	#	0	0	0
Number Scoring 65–84	#	#	#	#	#	#	3	1	3
Number Scoring 85–100	#	#	#	#	#	#	0	0	0
Approved Alternatives	#	#	#	#	#	#	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 K-1)</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 K-1)</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 2-4)</b>						
Number Tested		2	0		2	0
Beginning		#	0		#	0
Intermediate		#	0		#	0
Advanced		#	0		#	0
Proficient		#	0		#	0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		2	0		2	0
Beginning		#	0		#	0
Intermediate		#	0		#	0
Advanced		#	0		#	0
Proficient		#	0		#	0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		1	3		1	3
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		1	3		1	3
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#

\*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 - K)

# 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		1	1		1	1
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		1	1		1	1
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		1	2		1	2
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		1	1		1	1
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#

\*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)