

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0108
 Name: Riverside Institute Of Technology
 Principal: Michael Mogavero

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	38	0	0
Ninth	284	456	472
Tenth	277	274	489
Eleventh	142	195	297
Twelfth	119	127	186
Ungraded Secondary	0	0	0
Total K-12 Enrollment	860	1052	1444

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	35	4.1%	41	3.9%	61	4.2%
Black (Not Hispanic)	408	47.4%	550	52.3%	800	55.4%
Hispanic	93	10.8%	119	11.3%	176	12.2%
White (Not Hispanic)	324	37.7%	342	32.5%	407	28.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	0	0
Mathematics Grade 8	20	0	0
Science Grade 8	20	0	0
Social Studies Grade 8	0	0	0
English Grade 10	25	23	24
Mathematics Grade 10	0	32	19
Science Grade 10	29	28	25
Social Studies Grade 10	26	27	29

(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
40	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 lower 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	0	0.0%	12	1.1%	26	1.8%
Eligible for Free Lunch	425	49.4%	587	55.8%	616	42.7%

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		86.1%		84.8%		82.4%
Student Suspensions	51	6.1%	65	7.6%	73	6.9%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	0.0%	10.5%	6.0%
Public Assistance	41-50%	71-80%	31-40%
Student Stability	92%	88%	48%

Staff Counts

Staff	2004-05
Total Teachers	82
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	8

*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
General-Education Students	Total Graduates*	88	100	88
	Regents Diplomas	26	29	27
	% Regents Diplomas	30%	29%	31%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			1%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	0	7	10
	Regents Diplomas	0	0	2
	% Regents Diplomas	0%	0%	20%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	1	5
All Students	Total Graduates*	88	107	98
	Regents Diplomas	26	29	29
	% Regents Diplomas	30%	27%	30%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			1%
	IEP Diplomas or Local Certificates	0	1	5

* 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
General-Education Students	Number	58	21	1	1	6	0	0	1
	Percent	66%	24%	1%	1%	7%	0%	0%	1%
Students with Disabilities	Number	2	2	0	0	6	0	0	0
	Percent	20%	20%	0%	0%	60%	0%	0%	0%
All Students	Number	60	23	1	1	12	0	0	1
	Percent	61%	23%	1%	1%	12%	0%	0%	1%

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.
General-Education Students	Dropped Out	92		73	8.7%	169	17.9%
	Entered GED Program*	11		42	5.0%	2	0.2%
	Total Noncompleters	103		115	13.8%	171	18.1%
Students with Disabilities	Dropped Out	43		24	9.6%	45	17.0%
	Entered GED Program*	2		12	4.8%	2	0.8%
	Total Noncompleters	45		36	14.3%	47	17.7%
All Students	Dropped Out	135	16.4%	97	8.9%	214	17.7%
	Entered GED Program*	13	1.6%	54	5.0%	4	0.3%
	Total Noncompleters	148	18.0%	151	13.9%	218	18.0%

*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	370	175	170
	Number of Students with Disabilities	180	75	80
	Number of All Students	550	250	250
	Percent of Enrollment	67%	24%	17%

(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	1	#	61	61%	58	79%

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%	10	10%	10	50%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	90%	0	0%	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	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	21	62%	10	0%	12	67%
Science	1	#	4	#	0	0%
Reading	0	0%	13	62%	12	75%
Writing	0	0%	14	57%	10	60%
Global Studies	0	0%	2	#	7	43%
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
Comprehensive English						
Number Tested	144	150	173	17	13	27
Number Scoring 55-100	122	119	154	11	5	20
Number Scoring 65-100	80	88	134	4	2	13
Number Scoring 85-100	12	4	25	0	0	1
Percentage of Tested Scoring 55-100	85%	79%	89%	65%	38%	74%
Percentage of Tested Scoring 65-100	56%	59%	77%	24%	15%	48%
Percentage of Tested Scoring 85-100	8%	3%	14%	0%	0%	4%
Mathematics A						
Number Tested	201	286	310	17	43	52
Number Scoring 55-100	84	222	244	0	23	27
Number Scoring 65-100	39	111	139	0	9	15
Number Scoring 85-100	1	3	11	0	0	1
Percentage of Tested Scoring 55-100	42%	78%	79%	0%	53%	52%
Percentage of Tested Scoring 65-100	19%	39%	45%	0%	21%	29%
Percentage of Tested Scoring 85-100	0%	1%	4%	0%	0%	2%
Mathematics B						
Number Tested	0	15	13	0	0	1
Number Scoring 55-100	0	11	5	0	0	#
Number Scoring 65-100	0	8	4	0	0	#
Number Scoring 85-100	0	0	0	0	0	#
Percentage of Tested Scoring 55-100	0%	73%	38%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	53%	31%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	#
Global History and Geography						
Number Tested	150	174	254	21	28	43
Number Scoring 55-100	131	157	207	14	22	29
Number Scoring 65-100	120	132	146	11	17	19
Number Scoring 85-100	30	36	29	4	4	4
Percentage of Tested Scoring 55-100	87%	90%	81%	67%	79%	67%
Percentage of Tested Scoring 65-100	80%	76%	57%	52%	61%	44%
Percentage of Tested Scoring 85-100	20%	21%	11%	19%	14%	9%
U.S. History and Government						
Number Tested	126	129	145	10	15	22
Number Scoring 55-100	121	125	125	8	13	15
Number Scoring 65-100	116	98	96	7	6	7
Number Scoring 85-100	25	19	34	0	1	2
Percentage of Tested Scoring 55-100	96%	97%	86%	80%	87%	68%
Percentage of Tested Scoring 65-100	92%	76%	66%	70%	40%	32%
Percentage of Tested Scoring 85-100	20%	15%	23%	0%	7%	9%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	164	219	250	28	28	44
Number Scoring 55-100	117	203	188	14	23	25
Number Scoring 65-100	98	167	129	12	14	14
Number Scoring 85-100	7	7	6	0	1	0
Percentage of Tested Scoring 55-100	71%	93%	75%	50%	82%	57%
Percentage of Tested Scoring 65-100	60%	76%	52%	43%	50%	32%
Percentage of Tested Scoring 85-100	4%	3%	2%	0%	4%	0%
Physical Setting/Earth Science						
Number Tested	232	315	398	50	62	93
Number Scoring 55-100	153	207	224	21	32	37
Number Scoring 65-100	97	97	115	10	10	14
Number Scoring 85-100	7	4	10	0	1	1
Percentage of Tested Scoring 55-100	66%	66%	56%	42%	52%	40%
Percentage of Tested Scoring 65-100	42%	31%	29%	20%	16%	15%
Percentage of Tested Scoring 85-100	3%	1%	3%	0%	2%	1%
Physical Setting/Chemistry						
Number Tested	58	42	52	1	0	3
Number Scoring 55-100	46	31	49	#	0	#
Number Scoring 65-100	29	19	26	#	0	#
Number Scoring 85-100	1	0	1	#	0	#
Percentage of Tested Scoring 55-100	79%	74%	94%	#	0%	#
Percentage of Tested Scoring 65-100	50%	45%	50%	#	0%	#
Percentage of Tested Scoring 85-100	2%	0%	2%	#	0%	#
Physical Setting/Physics						
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
Comprehensive French						
Number Tested	0	3	19	0	0	0
Number Scoring 55-100	0	#	15	0	0	0
Number Scoring 65-100	0	#	14	0	0	0
Number Scoring 85-100	0	#	5	0	0	0
Percentage of Tested Scoring 55-100	0%	#	79%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	74%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	26%	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	28	37	50	1	3	3
Number Scoring 55-100	26	31	33	#	#	#
Number Scoring 65-100	25	30	30	#	#	#
Number Scoring 85-100	12	6	11	#	#	#
Percentage of Tested Scoring 55-100	93%	84%	66%	#	#	#
Percentage of Tested Scoring 65-100	89%	81%	60%	#	#	#
Percentage of Tested Scoring 85-100	43%	16%	22%	#	#	#
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)

New York State Alternate Assessments (NYSAA) 2004–05

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

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	143	143	143	36	36	36	179	179	179
Number Scoring 55–64	13	14	16	1	5	5	14	19	21
Number Scoring 65–84	68	59	91	6	3	7	74	62	98
Number Scoring 85–100	20	15	7	3	0	0	23	15	7
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
Listening and Speaking (Grade 7-8)						
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
Reading and Writing (Grade 7-8)						
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
Listening and Speaking (Grade 9-12)						
Number Tested		16	24		7	6
Beginning		0	0		0	0
Intermediate		3	3		0	1
Advanced		8	12		4	4
Proficient		5	9		3	1
Reading and Writing (Grade 9-12)						
Number Tested		16	23		7	5
Beginning		1	0		0	0
Intermediate		10	11		5	3
Advanced		4	4		2	1
Proficient		1	8		0	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)