

New York State School Report Card Comprehensive Information Report

BEDS Code: 18-03-00-01-0006
 Name: Batavia High School
 Principal: Pamela J. Buresch

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	229	246	224
Tenth	223	215	213
Eleventh	193	200	182
Twelfth	201	183	185
Ungraded Secondary	0	0	0
Total K-12 Enrollment	846	844	804

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	10	1.2%	8	0.9%	15	1.9%
Black (Not Hispanic)	63	7.4%	68	8.1%	71	8.8%
Hispanic	9	1.1%	12	1.4%	18	2.2%
White (Not Hispanic)	764	90.3%	756	89.6%	700	87.1%

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	20	21	21
Mathematics Grade 10	24	17	18
Science Grade 10	19	22	22
Social Studies Grade 10	19	23	22

(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
43	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 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	3	0.4%	5	0.6%	1	0.1%
Eligible for Free Lunch	133	15.7%	168	19.9%	190	23.6%

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		93.8%		94.7%		93.5%
Student Suspensions	87	10.6%	97	11.5%	84	10.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	7.3%	8.7%	9.2%
Public Assistance	21-30%	11-20%	31-40%
Student Stability	96%	98%	97%

Staff Counts

Staff	2004-05
Total Teachers	70
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*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*	167	133	153
	Regents Diplomas	111	101	153
	% Regents Diplomas	66%	76%	100%
	Regents Diplomas with Advanced Designation**			64
	% Regents Diplomas with Advanced Designation			42%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	14	20	8
	Regents Diplomas	5	8	5
	% Regents Diplomas	36%	40%	62%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			12%
	IEP Diplomas or Local Certificates	7	5	2
All Students	Total Graduates*	181	153	161
	Regents Diplomas	116	109	158
	% Regents Diplomas	64%	71%	98%
	Regents Diplomas with Advanced Designation**			65
	% Regents Diplomas with Advanced Designation			40%
	IEP Diplomas or Local Certificates	7	5	2

* 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	73	67	3	5	5	0	0	0
	Percent	48%	44%	2%	3%	3%	0%	0%	0%
Students with Disabilities	Number	0	6	1	1	0	0	0	0
	Percent	0%	75%	12%	12%	0%	0%	0%	0%
All Students	Number	73	73	4	6	5	0	0	0
	Percent	45%	45%	2%	4%	3%	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.
General-Education Students	Dropped Out	24		26	3.7%	14	2.0%
	Entered GED Program*	23		8	1.1%	16	2.2%
	Total Noncompleters	47		34	4.8%	30	4.2%
Students with Disabilities	Dropped Out	7		5	4.6%	1	1.1%
	Entered GED Program*	7		0	0.0%	4	4.4%
	Total Noncompleters	14		5	4.6%	5	5.5%
All Students	Dropped Out	31	3.7%	31	3.8%	15	1.9%
	Entered GED Program*	30	3.5%	8	1.0%	20	2.5%
	Total Noncompleters	61	7.2%	39	4.8%	35	4.3%

*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	0	27
	Number of Students with Disabilities	0	0	3
	Number of All Students	0	0	30
	Percent of Enrollment	0%	0%	4%

(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	5	100%	1	#	1	#
Science	0	0%	2	#	2	#
Reading	0	0%	2	#	2	#
Writing	1	#	2	#	2	#
Global Studies	1	#	3	#	3	#
U.S. Hist & Gov't	1	#	1	#	2	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	17	88%	5	80%	5	20%
Science	3	#	6	83%	13	62%
Reading	2	#	5	100%	5	60%
Writing	4	#	5	100%	6	100%
Global Studies	9	67%	10	70%	10	40%
U.S. Hist & Gov't	6	67%	7	86%	4	#

(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	188	189	175	25	21	17
Number Scoring 55-100	177	185	168	21	19	15
Number Scoring 65-100	168	177	161	17	16	14
Number Scoring 85-100	70	116	83	1	5	1
Percentage of Tested Scoring 55-100	94%	98%	96%	84%	90%	88%
Percentage of Tested Scoring 65-100	89%	94%	92%	68%	76%	82%
Percentage of Tested Scoring 85-100	37%	61%	47%	4%	24%	6%
Mathematics A						
Number Tested	221	248	213	21	38	24
Number Scoring 55-100	178	237	209	11	30	22
Number Scoring 65-100	148	219	201	6	24	18
Number Scoring 85-100	20	67	66	0	3	2
Percentage of Tested Scoring 55-100	81%	96%	98%	52%	79%	92%
Percentage of Tested Scoring 65-100	67%	88%	94%	29%	63%	75%
Percentage of Tested Scoring 85-100	9%	27%	31%	0%	8%	8%
Mathematics B						
Number Tested	18	90	126	1	3	2
Number Scoring 55-100	18	73	98	#	#	#
Number Scoring 65-100	15	63	73	#	#	#
Number Scoring 85-100	5	18	14	#	#	#
Percentage of Tested Scoring 55-100	100%	81%	78%	#	#	#
Percentage of Tested Scoring 65-100	83%	70%	58%	#	#	#
Percentage of Tested Scoring 85-100	28%	20%	11%	#	#	#
Global History and Geography						
Number Tested	189	191	212	18	22	25
Number Scoring 55-100	171	178	190	12	19	16
Number Scoring 65-100	161	157	176	11	14	13
Number Scoring 85-100	80	86	88	2	5	0
Percentage of Tested Scoring 55-100	90%	93%	90%	67%	86%	64%
Percentage of Tested Scoring 65-100	85%	82%	83%	61%	64%	52%
Percentage of Tested Scoring 85-100	42%	45%	42%	11%	23%	0%
U.S. History and Government						
Number Tested	188	188	179	24	16	17
Number Scoring 55-100	181	177	166	21	12	13
Number Scoring 65-100	173	168	154	19	10	10
Number Scoring 85-100	79	98	95	7	3	3
Percentage of Tested Scoring 55-100	96%	94%	93%	88%	75%	76%
Percentage of Tested Scoring 65-100	92%	89%	86%	79%	62%	59%
Percentage of Tested Scoring 85-100	42%	52%	53%	29%	19%	18%

(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	186	162	183	12	21	22
Number Scoring 55-100	171	158	175	7	19	19
Number Scoring 65-100	165	152	162	6	17	17
Number Scoring 85-100	50	68	68	1	3	1
Percentage of Tested Scoring 55-100	92%	98%	96%	58%	90%	86%
Percentage of Tested Scoring 65-100	89%	94%	89%	50%	81%	77%
Percentage of Tested Scoring 85-100	27%	42%	37%	8%	14%	5%
Physical Setting/Earth Science						
Number Tested	200	178	189	27	20	17
Number Scoring 55-100	160	154	175	20	12	13
Number Scoring 65-100	138	129	148	16	10	7
Number Scoring 85-100	57	36	57	3	1	0
Percentage of Tested Scoring 55-100	80%	87%	93%	74%	60%	76%
Percentage of Tested Scoring 65-100	69%	72%	78%	59%	50%	41%
Percentage of Tested Scoring 85-100	28%	20%	30%	11%	5%	0%
Physical Setting/Chemistry						
Number Tested	118	130	105	11	4	3
Number Scoring 55-100	104	122	100	8	#	#
Number Scoring 65-100	65	105	89	3	#	#
Number Scoring 85-100	13	26	31	1	#	#
Percentage of Tested Scoring 55-100	88%	94%	95%	73%	#	#
Percentage of Tested Scoring 65-100	55%	81%	85%	27%	#	#
Percentage of Tested Scoring 85-100	11%	20%	30%	9%	#	#
Physical Setting/Physics						
Number Tested		46	49		2	0
Number Scoring 55-100		41	46		#	0
Number Scoring 65-100		26	35		#	0
Number Scoring 85-100		7	11		#	0
Percentage of Tested Scoring 55-100		89%	94%		#	0%
Percentage of Tested Scoring 65-100		57%	71%		#	0%
Percentage of Tested Scoring 85-100		15%	22%		#	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	25	42	21	1	2	1
Number Scoring 55-100	25	42	21	#	#	#
Number Scoring 65-100	25	39	20	#	#	#
Number Scoring 85-100	15	23	10	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	93%	95%	#	#	#
Percentage of Tested Scoring 85-100	60%	55%	48%	#	#	#
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	105	103	93	3	5	2
Number Scoring 55-100	100	103	91	#	5	#
Number Scoring 65-100	99	100	85	#	4	#
Number Scoring 85-100	67	65	42	#	2	#
Percentage of Tested Scoring 55-100	95%	100%	98%	#	100%	#
Percentage of Tested Scoring 65-100	94%	97%	91%	#	80%	#
Percentage of Tested Scoring 85-100	64%	63%	45%	#	40%	#
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	1	0	0	0	0
Social Studies	0	1	0	0	0	0
Mathematics	0	1	0	0	0	0
Science	0	1	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	173	173	173	10	10	10	183	183	183
Number Scoring 55–64	3	3	2	1	2	2	4	5	4
Number Scoring 65–84	81	64	78	8	5	7	89	69	85
Number Scoring 85–100	84	95	92	0	1	0	84	96	92
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		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 9-12)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	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)