

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
41	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 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	0	0.0%	0	0.0%	6	1.6%
Eligible for Free Lunch	0	0.0%	0	0.0%	178	47.2%

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		0.0%		0.0%		0.0%
Student Suspensions	0	0.0%	0	0.0%	0	0.0%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	0.0%	0.0%	7.7%
Public Assistance	0%	0%	81-90%
Student Stability	0%	0%	0%

Staff Counts

Staff	2004-05
Total Teachers	32
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	3

*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*	0	0	45
	Regents Diplomas	0	0	22
	% Regents Diplomas	0%	0%	49%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			4%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	0	0	3
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	1
All Students	Total Graduates*	0	0	48
	Regents Diplomas	0	0	22
	% Regents Diplomas	0%	0%	46%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			4%
	IEP Diplomas or Local Certificates	0	0	1

* 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	13	27	0	2	1	0	2	0
	Percent	29%	60%	0%	4%	2%	0%	4%	0%
Students with Disabilities	Number	1	2	0	0	0	0	0	0
	Percent	33%	67%	0%	0%	0%	0%	0%	0%
All Students	Number	14	29	0	2	1	0	2	0
	Percent	29%	60%	0%	4%	2%	0%	4%	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	0		0	0.0%	30	9.5%
	Entered GED Program*	0		0	0.0%	12	3.8%
	Total Noncompleters	0		0	0.0%	42	13.3%
Students with Disabilities	Dropped Out	0		0	0.0%	5	9.1%
	Entered GED Program*	0		0	0.0%	3	5.5%
	Total Noncompleters	0		0	0.0%	8	14.5%
All Students	Dropped Out	0	0.0%	0	0.0%	35	9.5%
	Entered GED Program*	0	0.0%	0	0.0%	15	4.1%
	Total Noncompleters	0	0.0%	0	0.0%	50	13.5%

*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	322
	Number of Students with Disabilities	0	0	55
	Number of All Students	0	0	377
	Percent of Enrollment	0%	0%	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	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%	1	#
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%	6	83%
Science	0	0%	0	0%	11	27%
Reading	0	0%	0	0%	5	100%
Writing	0	0%	0	0%	6	83%
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	0	0%	0	0%	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	0	0	68	0	0	9
Number Scoring 55-100	0	0	53	0	0	5
Number Scoring 65-100	0	0	28	0	0	1
Number Scoring 85-100	0	0	1	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	78%	0%	0%	56%
Percentage of Tested Scoring 65-100	0%	0%	41%	0%	0%	11%
Percentage of Tested Scoring 85-100	0%	0%	1%	0%	0%	0%
Mathematics A						
Number Tested	0	0	19	0	0	1
Number Scoring 55-100	0	0	14	0	0	#
Number Scoring 65-100	0	0	8	0	0	#
Number Scoring 85-100	0	0	0	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	74%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	42%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	#
Mathematics B						
Number Tested	0	0	19	0	0	0
Number Scoring 55-100	0	0	6	0	0	0
Number Scoring 65-100	0	0	3	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	32%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	16%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	0	0	47	0	0	4
Number Scoring 55-100	0	0	24	0	0	#
Number Scoring 65-100	0	0	12	0	0	#
Number Scoring 85-100	0	0	3	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	51%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	26%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	6%	0%	0%	#
U.S. History and Government						
Number Tested	0	0	67	0	0	6
Number Scoring 55-100	0	0	51	0	0	4
Number Scoring 65-100	0	0	41	0	0	2
Number Scoring 85-100	0	0	13	0	0	1
Percentage of Tested Scoring 55-100	0%	0%	76%	0%	0%	67%
Percentage of Tested Scoring 65-100	0%	0%	61%	0%	0%	33%
Percentage of Tested Scoring 85-100	0%	0%	19%	0%	0%	17%

(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	0	0	68	0	0	10
Number Scoring 55-100	0	0	55	0	0	5
Number Scoring 65-100	0	0	36	0	0	3
Number Scoring 85-100	0	0	1	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	81%	0%	0%	50%
Percentage of Tested Scoring 65-100	0%	0%	53%	0%	0%	30%
Percentage of Tested Scoring 85-100	0%	0%	1%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	0	0	36	0	0	2
Number Scoring 55-100	0	0	29	0	0	#
Number Scoring 65-100	0	0	24	0	0	#
Number Scoring 85-100	0	0	4	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	81%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	67%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	11%	0%	0%	#
Physical Setting/Chemistry						
Number Tested	0	0	6	0	0	0
Number Scoring 55-100	0	0	4	0	0	0
Number Scoring 65-100	0	0	1	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	67%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	17%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Physical Setting/Physics						
Number Tested		0	9		0	0
Number Scoring 55-100		0	8		0	0
Number Scoring 65-100		0	5		0	0
Number Scoring 85-100		0	0		0	0
Percentage of Tested Scoring 55-100		0%	89%		0%	0%
Percentage of Tested Scoring 65-100		0%	56%		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	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	0	0	2	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%
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 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	7		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	1		0	0
Proficient		0	6		0	0
Reading and Writing (Grade 9-12)						
Number Tested		0	7		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	3		0	0
Proficient		0	4		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)