

# New York State School Report Card Comprehensive Information Report

BEDS Code: 66-23-00-01-0038  
 Name: Lincoln High School  
 Principal: Edwin Quezada

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	608	660	379
Tenth	305	348	536
Eleventh	181	196	316
Twelfth	159	134	193
Ungraded Secondary	230	235	235
Total K-12 Enrollment	1483	1573	1659

## 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	58	3.9%	65	4.1%	75	4.5%
Black (Not Hispanic)	596	40.2%	609	38.7%	661	39.8%
Hispanic	623	42.0%	702	44.6%	729	43.9%
White (Not Hispanic)	206	13.9%	197	12.5%	194	11.7%

## 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	26	22	30
Mathematics Grade 10	26	27	30
Science Grade 10	28	30	28
Social Studies Grade 10	28	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
42	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 higher 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	133	9.0%	160	10.2%	160	9.6%
Eligible for Free Lunch	1016	68.5%	1144	72.7%	1231	74.2%

### 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		84.5%		83.5%		84.7%
Student Suspensions	208	16.8%	260	17.5%	297	18.9%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	4.2%	5.1%	4.8%
Public Assistance	71-80%	71-80%	71-80%
Student Stability	90%	84%	89%

### Staff Counts

Staff	2004-05
Total Teachers	106
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	4

\*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*	123	115	145
	Regents Diplomas	8	11	124
	% Regents Diplomas	7%	10%	86%
	Regents Diplomas with Advanced Designation**			10
	% Regents Diplomas with Advanced Designation			7%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	16	19	17
	Regents Diplomas	1	1	0
	% Regents Diplomas	6%	5%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	13	22	19
<b>All Students</b>	Total Graduates*	139	134	162
	Regents Diplomas	9	12	124
	% Regents Diplomas	6%	9%	77%
	Regents Diplomas with Advanced Designation**			10
	% Regents Diplomas with Advanced Designation			6%
	IEP Diplomas or Local Certificates	13	22	19

\* 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>	65	65	1	4	4	0	0	6
	<b>Percent</b>	45%	45%	1%	3%	3%	0%	0%	4%
<b>Students with Disabilities</b>	<b>Number</b>	1	11	0	0	3	0	0	2
	<b>Percent</b>	6%	65%	0%	0%	18%	0%	0%	12%
<b>All Students</b>	<b>Number</b>	66	76	1	4	7	0	0	8
	<b>Percent</b>	41%	47%	1%	2%	4%	0%	0%	5%

## 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		55	5.3%	33	2.6%
	Entered GED Program*	85		97	9.3%	69	5.3%
	Total Noncompleters	113		152	14.6%	102	7.9%
<b>Students with Disabilities</b>	Dropped Out	7		10	3.5%	18	6.5%
	Entered GED Program*	32		16	5.5%	20	7.2%
	Total Noncompleters	39		26	9.0%	38	13.7%
<b>All Students</b>	Dropped Out	35	2.4%	65	4.9%	51	3.2%
	Entered GED Program*	117	7.9%	113	8.5%	89	5.7%
	Total Noncompleters	152	10.2%	178	13.4%	140	8.9%

\*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	240	1073	800
	Number of Students with Disabilities	10	227	100
	Number of All Students	250	1300	900
	Percent of Enrollment	17%	83%	54%

(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	8	75%	2	#	5	80%
Science	6	83%	3	#	4	#
Reading	2	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	2	#	4	#	4	#
U.S. Hist & Gov't	3	#	1	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	49	51%	86	41%	82	52%
Science	69	22%	72	35%	96	32%
Reading	37	49%	20	45%	47	62%
Writing	32	66%	28	46%	42	67%
Global Studies	36	22%	47	26%	59	32%
U.S. Hist & Gov't	21	52%	34	32%	35	40%

(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	253	278	365	32	32	40
Number Scoring 55-100	167	213	286	5	5	9
Number Scoring 65-100	119	183	211	5	5	3
Number Scoring 85-100	27	40	31	1	0	0
Percentage of Tested Scoring 55-100	66%	77%	78%	16%	16%	23%
Percentage of Tested Scoring 65-100	47%	66%	58%	16%	16%	7%
Percentage of Tested Scoring 85-100	11%	14%	8%	3%	0%	0%
<b>Mathematics A</b>						
Number Tested	392	194	443	41	37	49
Number Scoring 55-100	150	122	363	3	14	18
Number Scoring 65-100	83	64	260	1	5	8
Number Scoring 85-100	4	0	22	0	0	1
Percentage of Tested Scoring 55-100	38%	63%	82%	7%	38%	37%
Percentage of Tested Scoring 65-100	21%	33%	59%	2%	14%	16%
Percentage of Tested Scoring 85-100	1%	0%	5%	0%	0%	2%
<b>Mathematics B</b>						
Number Tested	0	0	25	0	0	0
Number Scoring 55-100	0	0	20	0	0	0
Number Scoring 65-100	0	0	16	0	0	0
Number Scoring 85-100	0	0	3	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	80%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	64%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	12%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	304	359	443	33	36	49
Number Scoring 55-100	166	217	263	7	6	17
Number Scoring 65-100	115	135	164	4	2	13
Number Scoring 85-100	7	16	22	0	0	0
Percentage of Tested Scoring 55-100	55%	60%	59%	21%	17%	35%
Percentage of Tested Scoring 65-100	38%	38%	37%	12%	6%	27%
Percentage of Tested Scoring 85-100	2%	4%	5%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	206	233	301	20	30	29
Number Scoring 55-100	144	148	202	5	12	7
Number Scoring 65-100	93	102	152	5	9	5
Number Scoring 85-100	12	23	35	1	2	0
Percentage of Tested Scoring 55-100	70%	64%	67%	25%	40%	24%
Percentage of Tested Scoring 65-100	45%	44%	50%	25%	30%	17%
Percentage of Tested Scoring 85-100	6%	10%	12%	5%	7%	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	544	472	565	71	45	75
Number Scoring 55-100	244	274	372	7	12	37
Number Scoring 65-100	166	183	230	4	4	26
Number Scoring 85-100	11	11	11	0	0	0
Percentage of Tested Scoring 55-100	45%	58%	66%	10%	27%	49%
Percentage of Tested Scoring 65-100	31%	39%	41%	6%	9%	35%
Percentage of Tested Scoring 85-100	2%	2%	2%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	1	1	4	0	0	0
Number Scoring 55-100	#	#	#	0	0	0
Number Scoring 65-100	#	#	#	0	0	0
Number Scoring 85-100	#	#	#	0	0	0
Percentage of Tested Scoring 55-100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 65-100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 85-100	#	#	#	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	152	207	246	3	6	4
Number Scoring 55-100	47	60	107	#	0	#
Number Scoring 65-100	17	22	25	#	0	#
Number Scoring 85-100	1	2	0	#	0	#
Percentage of Tested Scoring 55-100	31%	29%	43%	#	0%	#
Percentage of Tested Scoring 65-100	11%	11%	10%	#	0%	#
Percentage of Tested Scoring 85-100	1%	1%	0%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		23	15		0	0
Number Scoring 55-100		11	13		0	0
Number Scoring 65-100		6	9		0	0
Number Scoring 85-100		1	1		0	0
Percentage of Tested Scoring 55-100		48%	87%		0%	0%
Percentage of Tested Scoring 65-100		26%	60%		0%	0%
Percentage of Tested Scoring 85-100		4%	7%		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	2	4	0	0	1
Number Scoring 55-100	0	#	#	0	0	#
Number Scoring 65-100	0	#	#	0	0	#
Number Scoring 85-100	0	#	#	0	0	#
Percentage of Tested Scoring 55-100	0%	#	#	0%	0%	#
Percentage of Tested Scoring 65-100	0%	#	#	0%	0%	#
Percentage of Tested Scoring 85-100	0%	#	#	0%	0%	#
<b>Comprehensive Italian</b>						
Number Tested	0	19	44	0	0	1
Number Scoring 55-100	0	19	44	0	0	#
Number Scoring 65-100	0	19	42	0	0	#
Number Scoring 85-100	0	13	20	0	0	#
Percentage of Tested Scoring 55-100	0%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	100%	95%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	68%	45%	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	18	43	169	0	0	2
Number Scoring 55-100	17	43	165	0	0	#
Number Scoring 65-100	17	43	155	0	0	#
Number Scoring 85-100	12	34	90	0	0	#
Percentage of Tested Scoring 55-100	94%	100%	98%	0%	0%	#
Percentage of Tested Scoring 65-100	94%	100%	92%	0%	0%	#
Percentage of Tested Scoring 85-100	67%	79%	53%	0%	0%	#
<b>Comprehensive Latin</b>						
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%

(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	13	0	0	0	3	10
<b>Secondary Level</b>						
English Language Arts	7	1	0	0	1	6
Social Studies	6	2	0	0	0	6
Mathematics	7	1	0	0	0	7
Science	7	1	0	0	2	5

### 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	139	139	139	21	21	21	160	160	160
Number Scoring 55–64	31	26	30	1	1	5	32	27	35
Number Scoring 65–84	74	59	80	4	5	4	78	64	84
Number Scoring 85–100	7	20	4	0	0	0	7	20	4
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		105	96		18	16
Beginning		3	2		3	1
Intermediate		12	23		2	4
Advanced		36	36		5	8
Proficient		54	35		8	3
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		104	97		18	17
Beginning		9	6		6	4
Intermediate		33	31		9	6
Advanced		57	34		2	4
Proficient		5	26		1	3

\*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)