

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0102

Grade Range : 5-12

Name: City Honors School At Fosdick Masten Park

Principal: Catherine Battaglia

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	102	79	77
Sixth	83	108	112
Ungraded Elementary	0	0	0
Seventh	84	103	129
Eighth	86	91	119
Ninth	119	122	118
Tenth	114	122	121
Eleventh	106	120	129
Twelfth	111	111	115
Ungraded Secondary	13	0	0
Total K-12 Enrollment	818	856	920

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	42	5.1%	40	4.7%	39	4.2%
Black (Not Hispanic)	248	30.3%	228	26.6%	222	24.1%
Hispanic	32	3.9%	38	4.4%	40	4.3%
White (Not Hispanic)	496	60.6%	550	64.3%	619	67.3%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	27	25	27
English Grade 8	22	22	24
Mathematics Grade 8	0	24	24
Science Grade 8	0	0	26
Social Studies Grade 8	22	22	31
English Grade 10	20	21	25
Mathematics Grade 10	0	21	0
Science Grade 10	25	26	28
Social Studies Grade 10	20	21	25

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	79	9.7%	43	5.0%	99	10.8%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		88.0%		93.7%		95.3%
Student Suspensions	43	5.4%	5	0.6%	25	2.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.6%	5.4%	7.8%
Public Assistance	21-30%	21-30%	1-10%
Student Stability	99%	98%	100%

Staff Counts

Staff	2002–2003
Total Teachers	55
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	NA
Teachers with Temporary Licenses	NA

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	108	106	98%	109	108	99%	108	108	100%
Students with Disabilities	2	0	0%	0	0	0%	1	1	100%
All Students	110	106	96%	109	108	99%	109	109	100%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	103	3	0	0	3	0
Percent	94%	3%	0%	0%	3%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
1	1	3	4

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		0	
	Total Noncompleters			1		1	
All Students	Dropped Out	0	0.0%	1	0.2%	1	0.2%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	1	0.2%	1	0.2%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		189	0
	Number of Students with Disabilities		5	0
	Number of All Students		194	0
	Percent of Enrollment		64%	0%
9-12	Number of General-Education Students		18	0
	Number of Students with Disabilities		0	0
	Number of All Students		18	0
	Percent of Enrollment		4%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	59	98%	35	100%	66	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	48	96%	61	93%	58	98%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	2	#
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%	2	#

(Form-D)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	118	109	119	5	0	2
Number Scoring 55–100	118	107	118	5	0	#
Number Scoring 65–100	118	105	118	5	0	#
Number Scoring 85–100	73	79	99	1	0	#
Percentage of Tested Scoring 55–100	100%	98%	99%	100%	0%	#
Percentage of Tested Scoring 65–100	100%	96%	99%	100%	0%	#
Percentage of Tested Scoring 85–100	62%	72%	83%	20%	0%	#
Mathematics A						
Number Tested	57	151	123	3	0	4
Number Scoring 55–100	57	150	123	#	0	#
Number Scoring 65–100	49	144	120	#	0	#
Number Scoring 85–100	22	85	47	#	0	#
Percentage of Tested Scoring 55–100	100%	99%	100%	#	0%	#
Percentage of Tested Scoring 65–100	86%	95%	98%	#	0%	#
Percentage of Tested Scoring 85–100	39%	56%	38%	#	0%	#
Mathematics B (first administered June 2001)						
Number Tested	47	175	84	2	1	1
Number Scoring 55–100	41	140	74	#	#	#
Number Scoring 65–100	30	124	61	#	#	#
Number Scoring 85–100	5	33	3	#	#	#
Percentage of Tested Scoring 55–100	87%	80%	88%	#	#	#
Percentage of Tested Scoring 65–100	64%	71%	73%	#	#	#
Percentage of Tested Scoring 85–100	11%	19%	4%	#	#	#
Global History and Geography						
Number Tested	115	122	122	3	0	2
Number Scoring 55–100	115	122	121	#	0	#
Number Scoring 65–100	115	120	121	#	0	#
Number Scoring 85–100	59	62	94	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	99%	#	0%	#
Percentage of Tested Scoring 65–100	100%	98%	99%	#	0%	#
Percentage of Tested Scoring 85–100	51%	51%	77%	#	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	104	115	116	1	1	3
Number Scoring 55–100	104	115	116	#	#	#
Number Scoring 65–100	104	111	116	#	#	#
Number Scoring 85–100	50	69	93	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	97%	100%	#	#	#
Percentage of Tested Scoring 85–100	48%	60%	80%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	108	115	114	2	0	2
Number Scoring 55–100	107	115	114	#	0	#
Number Scoring 65–100	107	115	114	#	0	#
Number Scoring 85–100	23	56	51	#	0	#
Percentage of Tested Scoring 55–100	99%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	99%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	21%	49%	45%	#	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	102	96	129	2	1	8
Number Scoring 55–100	100	92	127	#	#	6
Number Scoring 65–100	97	90	125	#	#	6
Number Scoring 85–100	57	47	93	#	#	4
Percentage of Tested Scoring 55–100	98%	96%	98%	#	#	75%
Percentage of Tested Scoring 65–100	95%	94%	97%	#	#	75%
Percentage of Tested Scoring 85–100	56%	49%	72%	#	#	50%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		126	149		1	2
Number Scoring 55–100		121	146		#	#
Number Scoring 65–100		99	136		#	#
Number Scoring 85–100		18	37		#	#
Percentage of Tested Scoring 55–100		96%	98%		#	#
Percentage of Tested Scoring 65–100		79%	91%		#	#
Percentage of Tested Scoring 85–100		14%	25%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
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						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	40	0	60	0	0	1
Number Scoring 55–100	40	0	60	0	0	#
Number Scoring 65–100	39	0	60	0	0	#
Number Scoring 85–100	27	0	46	0	0	#
Percentage of Tested Scoring 55–100	100%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	97%	0%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	68%	0%	77%	0%	0%	#
Comprehensive Italian						
Number Tested	1	0	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%
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	81	63	41	1	0	0
Number Scoring 55–100	81	62	41	#	0	0
Number Scoring 65–100	81	62	40	#	0	0
Number Scoring 85–100	54	35	29	#	0	0
Percentage of Tested Scoring 55–100	100%	98%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	98%	98%	#	0%	0%
Percentage of Tested Scoring 85–100	67%	56%	71%	#	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)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	85	100%	86	97%	113	100%
Students with Disabilities	0	0%	1	#	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	77	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	79	0%	0%	72%	28%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	114	0%	0%	77%	23%
	Students with Disabilities	7	14%	29%	57%	0%
	All Students	121	1%	2%	76%	21%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	106	106	106	1	1	1	107	107	107
Number Scoring 55–64	#	#	#	#	#	#	0	0	0
Number Scoring 65–84	#	#	#	#	#	#	44	38	49
Number Scoring 85–100	#	#	#	#	#	#	60	68	56
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)