

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0104
 Name: Emerson Vocational High School
 Principal: James Weimer

Grade Range : 9-12

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	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	194	133	52
Tenth	118	137	65
Eleventh	100	132	89
Twelfth	105	116	78
Ungraded Secondary	78	46	0
Total K-12 Enrollment	595	564	284

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	11	1.8%	12	2.1%	7	2.5%
Black (Not Hispanic)	435	73.1%	427	75.7%	209	73.6%
Hispanic	28	4.7%	20	3.5%	12	4.2%
White (Not Hispanic)	121	20.3%	105	18.6%	56	19.7%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
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	17	0
Social Studies Grade 8	0	0	0
English Grade 10	26	25	27
Mathematics Grade 10	26	26	0
Science Grade 10	0	0	0
Social Studies Grade 10	19	20	22

(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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.8%	3	0.5%	1	0.4%
Eligible for Free Lunch	27	4.5%	277	49.1%	132	46.5%

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		81.2%		88.6%		86.0%
Student Suspensions	66	10.4%	42	7.1%	102	18.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.6%	13.3%	11.3%
Public Assistance	51-60%	61-70%	51-60%
Student Stability	76%	94%	100%

Staff Counts

Staff	2002–2003
Total Teachers	33
Total Other Professional Staff	3
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	57	0	0%	60	1	2%	42	4	10%
Students with Disabilities	3	0	0%	0	0	0%	1	0	0%
All Students	60	0	0%	60	1	2%	43	4	9%

*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	11	23	0	0	5	4
Percent	26%	53%	0%	0%	12%	9%

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	0	14	15

*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			54		50	
	Entered GED Program*			3		2	
	Total Noncompleters			57		52	
Students with Disabilities	Dropped Out			3		5	
	Entered GED Program*			2		2	
	Total Noncompleters			5		7	
All Students	Dropped Out	10	1.7%	57	10.1%	55	19.4%
	Entered GED Program*	26	4.4%	5	0.9%	4	1.4%
	Total Noncompleters	36	6.0%	62	11.0%	59	20.8%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		330	215
	Number of Students with Disabilities		117	69
	Number of All Students		447	284
	Percent of Enrollment		79%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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%	1	#

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	2	#
Science	13	46%	4	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	4	#	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	3	#	8	100%
Science	4	#	0	0%	0	0%
Reading	4	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	2	#	0	0%	5	40%
U.S. Hist & Gov't	5	20%	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	91	95	74	7	2	6
Number Scoring 55–100	84	54	60	5	#	2
Number Scoring 65–100	49	30	35	2	#	1
Number Scoring 85–100	1	2	0	0	#	0
Percentage of Tested Scoring 55–100	92%	57%	81%	71%	#	33%
Percentage of Tested Scoring 65–100	54%	32%	47%	29%	#	17%
Percentage of Tested Scoring 85–100	1%	2%	0%	0%	#	0%
Mathematics A						
Number Tested	118	225	100	4	2	8
Number Scoring 55–100	51	92	52	#	#	0
Number Scoring 65–100	17	36	25	#	#	0
Number Scoring 85–100	1	0	0	#	#	0
Percentage of Tested Scoring 55–100	43%	41%	52%	#	#	0%
Percentage of Tested Scoring 65–100	14%	16%	25%	#	#	0%
Percentage of Tested Scoring 85–100	1%	0%	0%	#	#	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	115	129	70	13	3	8
Number Scoring 55–100	84	83	53	12	#	3
Number Scoring 65–100	51	31	41	9	#	1
Number Scoring 85–100	5	1	2	1	#	1
Percentage of Tested Scoring 55–100	73%	64%	76%	92%	#	38%
Percentage of Tested Scoring 65–100	44%	24%	59%	69%	#	12%
Percentage of Tested Scoring 85–100	4%	1%	3%	8%	#	12%
U.S. History and Government (first administered June 2001)						
Number Tested	91	120	60	7	5	4
Number Scoring 55–100	54	96	51	3	3	#
Number Scoring 65–100	26	49	36	1	1	#
Number Scoring 85–100	4	7	0	0	0	#
Percentage of Tested Scoring 55–100	59%	80%	85%	43%	60%	#
Percentage of Tested Scoring 65–100	29%	41%	60%	14%	20%	#
Percentage of Tested Scoring 85–100	4%	6%	0%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	153	137	46	28	4	11
Number Scoring 55–100	119	112	38	12	#	7
Number Scoring 65–100	71	89	37	3	#	6
Number Scoring 85–100	0	1	1	0	#	0
Percentage of Tested Scoring 55–100	78%	82%	83%	43%	#	64%
Percentage of Tested Scoring 65–100	46%	65%	80%	11%	#	55%
Percentage of Tested Scoring 85–100	0%	1%	2%	0%	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	32	50	10	2	3	2
Number Scoring 55–100	21	35	8	#	#	#
Number Scoring 65–100	11	24	8	#	#	#
Number Scoring 85–100	0	0	4	#	#	#
Percentage of Tested Scoring 55–100	66%	70%	80%	#	#	#
Percentage of Tested Scoring 65–100	34%	48%	80%	#	#	#
Percentage of Tested Scoring 85–100	0%	0%	40%	#	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		95	61		0	6
Number Scoring 55–100		43	24		0	0
Number Scoring 65–100		1	13		0	0
Number Scoring 85–100		0	0		0	0
Percentage of Tested Scoring 55–100		45%	39%		0%	0%
Percentage of Tested Scoring 65–100		1%	21%		0%	0%
Percentage of Tested Scoring 85–100		0%	0%		0%	0%
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	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	1	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)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	160	91%	125	89%	36	81%
Students with Disabilities	30	50%	15	67%	8	88%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	65	65	65	6	6	6	71	71	71
Number Scoring 55–64	25	22	30	2	1	2	27	23	32
Number Scoring 65–84	25	20	20	1	1	2	26	21	22
Number Scoring 85–100	5	4	2	0	0	0	5	4	2
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)