

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0108
 Name: Riverside Institute Of Technology
 Principal: John J. Vella

Grade Range : 8-12

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	44	48	0
Eighth	36	52	38
Ninth	277	329	284
Tenth	167	180	277
Eleventh	129	111	142
Twelfth	107	115	119
Ungraded Secondary	0	0	0
Total K-12 Enrollment	760	835	860

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	37	4.9%	40	4.8%	35	4.1%
Black (Not Hispanic)	342	45.0%	375	44.9%	408	47.4%
Hispanic	64	8.4%	84	10.1%	93	10.8%
White (Not Hispanic)	317	41.7%	336	40.2%	324	37.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	14	15	20
Mathematics Grade 8	16	15	20
Science Grade 8	14	15	20
Social Studies Grade 8	14	15	0
English Grade 10	26	29	25
Mathematics Grade 10	35	26	0
Science Grade 10	18	32	29
Social Studies Grade 10	27	31	26

(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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	760	100.0%	368	44.1%	425	49.4%

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		89.0%		89.5%		86.1%
Student Suspensions	67	8.5%	46	6.0%	51	6.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	13.4%	0.0%
Public Assistance	71-80%	71-80%	41-50%
Student Stability	93%	91%	92%

Staff Counts

Staff	2002–2003
Total Teachers	52
Total Other Professional Staff	11
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	66	11	17%	106	11	10%	88	26	30%
Students with Disabilities	4	0	0%	0	0	0%	0	0	0%
All Students	70	11	16%	106	11	10%	88	26	30%

*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	35	18	0	9	26	0
Percent	40%	20%	0%	10%	30%	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)
0	0	0	0

*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			62		92	
	Entered GED Program*			33		11	
	Total Noncompleters			95		103	
Students with Disabilities	Dropped Out			8		43	
	Entered GED Program*			5		2	
	Total Noncompleters			13		45	
All Students	Dropped Out	17	2.5%	70	9.5%	135	16.4%
	Entered GED Program*	64	9.4%	38	5.2%	13	1.6%
	Total Noncompleters	81	11.9%	108	14.7%	148	18.0%

*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		366	370
	Number of Students with Disabilities		140	180
	Number of All Students		506	550
	Percent of Enrollment		69%	67%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	36	100%	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	50	54%	84	54%	1	#

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	8	50%	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	10	10%	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	1	#	28	86%	10	90%
Science	15	100%	5	20%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	3	#	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	71%	0	0%	21	62%
Science	10	70%	2	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	92	122	144	9	0	17
Number Scoring 55–100	88	93	122	7	0	11
Number Scoring 65–100	68	59	80	2	0	4
Number Scoring 85–100	4	8	12	0	0	0
Percentage of Tested Scoring 55–100	96%	76%	85%	78%	0%	65%
Percentage of Tested Scoring 65–100	74%	48%	56%	22%	0%	24%
Percentage of Tested Scoring 85–100	4%	7%	8%	0%	0%	0%
Mathematics A						
Number Tested	98	218	201	8	3	17
Number Scoring 55–100	37	86	84	1	#	0
Number Scoring 65–100	18	39	39	1	#	0
Number Scoring 85–100	1	3	1	0	#	0
Percentage of Tested Scoring 55–100	38%	39%	42%	12%	#	0%
Percentage of Tested Scoring 65–100	18%	18%	19%	12%	#	0%
Percentage of Tested Scoring 85–100	1%	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	129	121	150	20	1	21
Number Scoring 55–100	111	114	131	17	#	14
Number Scoring 65–100	98	86	120	15	#	11
Number Scoring 85–100	20	14	30	0	#	4
Percentage of Tested Scoring 55–100	86%	94%	87%	85%	#	67%
Percentage of Tested Scoring 65–100	76%	71%	80%	75%	#	52%
Percentage of Tested Scoring 85–100	16%	12%	20%	0%	#	19%
U.S. History and Government (first administered June 2001)						
Number Tested	91	115	126	10	0	10
Number Scoring 55–100	72	108	121	6	0	8
Number Scoring 65–100	52	89	116	4	0	7
Number Scoring 85–100	14	7	25	0	0	0
Percentage of Tested Scoring 55–100	79%	94%	96%	60%	0%	80%
Percentage of Tested Scoring 65–100	57%	77%	92%	40%	0%	70%
Percentage of Tested Scoring 85–100	15%	6%	20%	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	210	117	164	9	0	28
Number Scoring 55–100	197	111	117	6	0	14
Number Scoring 65–100	82	93	98	5	0	12
Number Scoring 85–100	2	3	7	0	0	0
Percentage of Tested Scoring 55–100	94%	95%	71%	67%	0%	50%
Percentage of Tested Scoring 65–100	39%	79%	60%	56%	0%	43%
Percentage of Tested Scoring 85–100	1%	3%	4%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	117	210	232	26	2	50
Number Scoring 55–100	66	133	153	8	#	21
Number Scoring 65–100	34	92	97	1	#	10
Number Scoring 85–100	5	7	7	0	#	0
Percentage of Tested Scoring 55–100	56%	63%	66%	31%	#	42%
Percentage of Tested Scoring 65–100	29%	44%	42%	4%	#	20%
Percentage of Tested Scoring 85–100	4%	3%	3%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		26	58		0	1
Number Scoring 55–100		10	46		0	#
Number Scoring 65–100		9	29		0	#
Number Scoring 85–100		0	1		0	#
Percentage of Tested Scoring 55–100		38%	79%		0%	#
Percentage of Tested Scoring 65–100		35%	50%		0%	#
Percentage of Tested Scoring 85–100		0%	2%		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	13	0	0	0	0	0
Number Scoring 55–100	12	0	0	0	0	0
Number Scoring 65–100	11	0	0	0	0	0
Number Scoring 85–100	5	0	0	0	0	0
Percentage of Tested Scoring 55–100	92%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	85%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	38%	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	51	24	28	2	0	1
Number Scoring 55–100	37	23	26	#	0	#
Number Scoring 65–100	29	19	25	#	0	#
Number Scoring 85–100	2	4	12	#	0	#
Percentage of Tested Scoring 55–100	73%	96%	93%	#	0%	#
Percentage of Tested Scoring 65–100	57%	79%	89%	#	0%	#
Percentage of Tested Scoring 85–100	4%	17%	43%	#	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	162	88%	122	78%	0	0%
Students with Disabilities	43	70%	3	#	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	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	36	0%	53%	47%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	36	0%	53%	47%	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	109	109	109	6	6	6	115	115	115
Number Scoring 55–64	8	9	17	1	1	1	9	10	18
Number Scoring 65–84	67	63	70	1	0	0	68	63	70
Number Scoring 85–100	18	16	10	0	0	0	18	16	10
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)