

# New York State School Report Card Comprehensive Information Report

BEDS Code: 26-16-00-01-0074

Grade Range : 6-12

Name: School Of The Arts

Principal: Dominic Bona

## 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	156	135	125
Ungraded Elementary	0	0	11
Seventh	152	159	127
Eighth	164	124	148
Ninth	197	242	172
Tenth	159	143	183
Eleventh	140	149	149
Twelfth	103	118	129
Ungraded Secondary	18	70	65
Total K-12 Enrollment	1089	1140	1109

## 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	33	3.0%	29	2.5%	26	2.3%
Black (Not Hispanic)	506	46.5%	537	47.1%	546	49.2%
Hispanic	170	15.6%	194	17.0%	196	17.7%
White (Not Hispanic)	380	34.9%	380	33.3%	341	30.7%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	29	24	22
English Grade 8	28	23	24
Mathematics Grade 8	28	24	23
Science Grade 8	27	23	23
Social Studies Grade 8	29	26	25
English Grade 10	26	23	25
Mathematics Grade 10	24	32	25
Science Grade 10	29	24	23
Social Studies Grade 10	23	25	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
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	15	1.4%	13	1.1%	11	1.0%
Eligible for Free Lunch	427	39.2%	418	36.7%	421	38.0%

### 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		94.2%		93.8%		93.9%
Student Suspensions	121	11.4%	133	12.2%	107	9.4%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.2%	9.3%	8.9%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	100%	97%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	93
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	12
Teachers with Temporary Licenses	1

\*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	91	55	60%	122	56	46%	127	55	43%
Students with Disabilities	6	0	0%	5	3	60%	3	2	67%
All Students	97	55	57%	127	59	46%	130	57	44%

\*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	61	55	2	6	3	3
Percent	47%	42%	2%	5%	2%	2%

## 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)
3	2	5	8

\*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			7		11	
	Entered GED Program*			1		3	
	Total Noncompleters			8		14	
Students with Disabilities	Dropped Out			4		1	
	Entered GED Program*			0		0	
	Total Noncompleters			4		1	
All Students	Dropped Out	6	1.0%	11	1.6%	12	1.8%
	Entered GED Program*	3	0.5%	1	0.1%	3	0.4%
	Total Noncompleters	9	1.5%	12	1.7%	15	2.2%

\*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		155	0
	Number of Students with Disabilities		10	0
	Number of All Students		165	0
	Percent of Enrollment		38%	0%
9-12	Number of General-Education Students		154	538
	Number of Students with Disabilities		1	62
	Number of All Students		155	600
	Percent of Enrollment		22%	88%

## 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	53	100%	0	0%	29	100%
Spanish	51	76%	0	0%	92	93%

### 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	1	#	0	0%	1	#
Spanish	5	60%	0	0%	7	86%

(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%	0	0%	0	0%
Science	3	#	3	#	0	0%
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	0	0%	1	#	0	0%

## Students with Disabilities

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

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	129	154	178	8	0	19
Number Scoring 55–100	126	136	161	7	0	18
Number Scoring 65–100	112	106	144	6	0	14
Number Scoring 85–100	17	40	33	1	0	1
Percentage of Tested Scoring 55–100	98%	88%	90%	88%	0%	95%
Percentage of Tested Scoring 65–100	87%	69%	81%	75%	0%	74%
Percentage of Tested Scoring 85–100	13%	26%	19%	12%	0%	5%
<b>Mathematics A</b>						
Number Tested	0	105	270	0	0	23
Number Scoring 55–100	0	32	165	0	0	11
Number Scoring 65–100	0	13	113	0	0	9
Number Scoring 85–100	0	0	17	0	0	0
Percentage of Tested Scoring 55–100	0%	30%	61%	0%	0%	48%
Percentage of Tested Scoring 65–100	0%	12%	42%	0%	0%	39%
Percentage of Tested Scoring 85–100	0%	0%	6%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	160	170	242	10	0	30
Number Scoring 55–100	153	153	182	10	0	17
Number Scoring 65–100	127	103	147	7	0	14
Number Scoring 85–100	37	26	30	0	0	2
Percentage of Tested Scoring 55–100	96%	90%	75%	100%	0%	57%
Percentage of Tested Scoring 65–100	79%	61%	61%	70%	0%	47%
Percentage of Tested Scoring 85–100	23%	15%	12%	0%	0%	7%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	132	170	171	7	0	16
Number Scoring 55–100	118	151	167	6	0	16
Number Scoring 65–100	104	126	154	6	0	16
Number Scoring 85–100	37	25	61	1	0	8
Percentage of Tested Scoring 55–100	89%	89%	98%	86%	0%	100%
Percentage of Tested Scoring 65–100	79%	74%	90%	86%	0%	100%
Percentage of Tested Scoring 85–100	28%	15%	36%	14%	0%	50%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	192	145	155	13	1	12
Number Scoring 55–100	185	144	142	13	#	9
Number Scoring 65–100	170	141	124	13	#	8
Number Scoring 85–100	14	20	23	0	#	0
Percentage of Tested Scoring 55–100	96%	99%	92%	100%	#	75%
Percentage of Tested Scoring 65–100	89%	97%	80%	100%	#	67%
Percentage of Tested Scoring 85–100	7%	14%	15%	0%	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	97	166	139	4	0	12
Number Scoring 55–100	88	155	136	#	0	12
Number Scoring 65–100	74	138	125	#	0	10
Number Scoring 85–100	33	34	43	#	0	3
Percentage of Tested Scoring 55–100	91%	93%	98%	#	0%	100%
Percentage of Tested Scoring 65–100	76%	83%	90%	#	0%	83%
Percentage of Tested Scoring 85–100	34%	20%	31%	#	0%	25%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		69	77		0	1
Number Scoring 55–100		63	67		0	#
Number Scoring 65–100		43	40		0	#
Number Scoring 85–100		1	3		0	#
Percentage of Tested Scoring 55–100		91%	87%		0%	#
Percentage of Tested Scoring 65–100		62%	52%		0%	#
Percentage of Tested Scoring 85–100		1%	4%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</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 Italian</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 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	62	28	44	0	0	0
Number Scoring 55–100	61	27	44	0	0	0
Number Scoring 65–100	57	23	44	0	0	0
Number Scoring 85–100	36	12	38	0	0	0
Percentage of Tested Scoring 55–100	98%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	82%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	58%	43%	86%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	33	37	36	0	0	0
Number Scoring 55–100	33	37	36	0	0	0
Number Scoring 65–100	33	37	36	0	0	0
Number Scoring 85–100	19	18	10	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	58%	49%	28%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	134	167	29	6	2	5
Number Scoring 55–100	77	121	16	5	#	3
Number Scoring 65–100	53	95	10	4	#	2
Number Scoring 85–100	15	21	2	0	#	0
Percentage of Tested Scoring 55–100	57%	72%	55%	83%	#	60%
Percentage of Tested Scoring 65–100	40%	57%	34%	67%	#	40%
Percentage of Tested Scoring 85–100	11%	13%	7%	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	69	53	54	2	0	0
Number Scoring 55–100	57	44	47	#	0	0
Number Scoring 65–100	55	39	42	#	0	0
Number Scoring 85–100	22	23	11	#	0	0
Percentage of Tested Scoring 55–100	83%	83%	87%	#	0%	0%
Percentage of Tested Scoring 65–100	80%	74%	78%	#	0%	0%
Percentage of Tested Scoring 85–100	32%	43%	20%	#	0%	0%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	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
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	139	3%	36%	58%	3%
	Students with Disabilities	16	0%	63%	31%	6%
	All Students	155	3%	39%	55%	3%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	141	141	141	11	11	11	152	152	152
Number Scoring 55–64	20	26	6	2	2	0	22	28	6
Number Scoring 65–84	79	89	102	7	7	9	86	96	111
Number Scoring 85–100	38	22	31	1	1	1	39	23	32
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)