

New York State School Report Card Comprehensive Information Report

BEDS Code: 41-23-00-01-0024

Grade Range : 9-12

Name: Thomas R. Proctor High School

Principal: Ronald M. Mancuso

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	56	54	48
Tenth	500	579	587
Eleventh	469	461	535
Twelfth	457	397	426
Ungraded Secondary	121	144	165
Total K-12 Enrollment	1603	1635	1761

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	67	4.2%	75	4.6%	72	4.1%
Black (Not Hispanic)	319	19.9%	317	19.4%	345	19.6%
Hispanic	148	9.2%	144	8.8%	163	9.3%
White (Not Hispanic)	1069	66.7%	1099	67.2%	1181	67.1%

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	0	0
Social Studies Grade 8	0	0	0
English Grade 10	28	26	29
Mathematics Grade 10	23	26	26
Science Grade 10	26	22	26
Social Studies Grade 10	26	27	27

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
45	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	276	17.2%	300	18.4%	287	16.3%
Eligible for Free Lunch	618	38.6%	637	39.0%	903	51.3%

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		91.1%		91.2%		91.1%
Student Suspensions	170	11.6%	158	9.9%	139	8.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.2%	5.4%	6.2%
Public Assistance	21-30%	21-30%	31-40%
Student Stability	99%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	105
Total Other Professional Staff	17
Total Paraprofessionals	NA
Teaching Out of Certification*	4
Teachers with Temporary Licenses	2

*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	370	171	46%	333	170	51%	360	174	48%
Students with Disabilities	19	2	11%	3	0	0%	40	3	7%
All Students	389	173	44%	336	170	51%	400	177	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	145	205	1	4	41	4
Percent	36%	51%	0%	1%	10%	1%

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)
40	3	19	59

*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			33		89	
	Entered GED Program*			44		51	
	Total Noncompleters			77		140	
Students with Disabilities	Dropped Out			13		30	
	Entered GED Program*			3		11	
	Total Noncompleters			16		41	
All Students	Dropped Out	44	2.7%	46	2.8%	119	6.8%
	Entered GED Program*	124	7.7%	47	2.9%	62	3.5%
	Total Noncompleters	168	10.5%	93	5.7%	181	10.3%

*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		95	37
	Number of Students with Disabilities		68	67
	Number of All Students		163	104
	Percent of Enrollment		10%	6%

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%	2	#	0	0%

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	1	#	6	50%	1	#
Science	17	53%	9	56%	0	0%
Reading	0	0%	5	100%	1	#
Writing	1	#	2	#	0	0%
Global Studies	15	13%	0	0%	0	0%
U.S. Hist & Gov't	36	56%	6	83%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	28	71%	59	53%	31	68%
Science	8	38%	50	52%	24	0%
Reading	14	64%	16	69%	12	83%
Writing	15	100%	6	100%	0	0%
Global Studies	13	8%	5	80%	1	#
U.S. Hist & Gov't	7	71%	39	18%	8	25%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	377	460	502	18	46	19
Number Scoring 55–100	356	389	421	15	27	12
Number Scoring 65–100	264	305	374	7	12	9
Number Scoring 85–100	38	91	127	0	0	1
Percentage of Tested Scoring 55–100	94%	85%	84%	83%	59%	63%
Percentage of Tested Scoring 65–100	70%	66%	75%	39%	26%	47%
Percentage of Tested Scoring 85–100	10%	20%	25%	0%	0%	5%
Mathematics A						
Number Tested	0	122	663	0	23	54
Number Scoring 55–100	0	27	321	0	5	7
Number Scoring 65–100	0	12	224	0	1	6
Number Scoring 85–100	0	0	21	0	0	0
Percentage of Tested Scoring 55–100	0%	22%	48%	0%	22%	13%
Percentage of Tested Scoring 65–100	0%	10%	34%	0%	4%	11%
Percentage of Tested Scoring 85–100	0%	0%	3%	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	554	592	629	49	49	65
Number Scoring 55–100	499	496	452	43	24	18
Number Scoring 65–100	386	424	402	22	16	11
Number Scoring 85–100	123	96	94	5	0	1
Percentage of Tested Scoring 55–100	90%	84%	72%	88%	49%	28%
Percentage of Tested Scoring 65–100	70%	72%	64%	45%	33%	17%
Percentage of Tested Scoring 85–100	22%	16%	15%	10%	0%	2%
U.S. History and Government (first administered June 2001)						
Number Tested	408	489	563	25	44	41
Number Scoring 55–100	304	423	491	16	26	23
Number Scoring 65–100	228	323	431	4	15	17
Number Scoring 85–100	96	79	130	1	0	0
Percentage of Tested Scoring 55–100	75%	87%	87%	64%	59%	56%
Percentage of Tested Scoring 65–100	56%	66%	77%	16%	34%	41%
Percentage of Tested Scoring 85–100	24%	16%	23%	4%	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	52	474	450	3	70	61
Number Scoring 55–100	51	434	362	#	58	31
Number Scoring 65–100	49	323	263	#	32	19
Number Scoring 85–100	4	8	13	#	2	0
Percentage of Tested Scoring 55–100	98%	92%	80%	#	83%	51%
Percentage of Tested Scoring 65–100	94%	68%	58%	#	46%	31%
Percentage of Tested Scoring 85–100	8%	2%	3%	#	3%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	40	48	148	2	1	4
Number Scoring 55–100	36	45	138	#	#	#
Number Scoring 65–100	32	39	123	#	#	#
Number Scoring 85–100	2	11	21	#	#	#
Percentage of Tested Scoring 55–100	90%	94%	93%	#	#	#
Percentage of Tested Scoring 65–100	80%	81%	83%	#	#	#
Percentage of Tested Scoring 85–100	5%	23%	14%	#	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		138	152		0	0
Number Scoring 55–100		134	148		0	0
Number Scoring 65–100		119	121		0	0
Number Scoring 85–100		22	21		0	0
Percentage of Tested Scoring 55–100		97%	97%		0%	0%
Percentage of Tested Scoring 65–100		86%	80%		0%	0%
Percentage of Tested Scoring 85–100		16%	14%		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	11	25	21	0	0	0
Number Scoring 55–100	11	23	20	0	0	0
Number Scoring 65–100	10	22	20	0	0	0
Number Scoring 85–100	3	2	6	0	0	0
Percentage of Tested Scoring 55–100	100%	92%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	88%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	27%	8%	29%	0%	0%	0%
Comprehensive Italian						
Number Tested	60	59	61	0	0	0
Number Scoring 55–100	60	49	59	0	0	0
Number Scoring 65–100	54	41	51	0	0	0
Number Scoring 85–100	32	8	19	0	0	0
Percentage of Tested Scoring 55–100	100%	83%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	69%	84%	0%	0%	0%
Percentage of Tested Scoring 85–100	53%	14%	31%	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	180	160	217	3	1	1
Number Scoring 55–100	166	147	194	#	#	#
Number Scoring 65–100	146	138	177	#	#	#
Number Scoring 85–100	43	45	82	#	#	#
Percentage of Tested Scoring 55–100	92%	92%	89%	#	#	#
Percentage of Tested Scoring 65–100	81%	86%	82%	#	#	#
Percentage of Tested Scoring 85–100	24%	28%	38%	#	#	#
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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	203	217	127	8	11	8
Number Scoring 55–100	123	125	63	5	5	2
Number Scoring 65–100	107	85	37	5	2	1
Number Scoring 85–100	23	9	4	1	0	0
Percentage of Tested Scoring 55–100	61%	58%	50%	62%	45%	25%
Percentage of Tested Scoring 65–100	53%	39%	29%	62%	18%	12%
Percentage of Tested Scoring 85–100	11%	4%	3%	12%	0%	0%
Sequential Mathematics, Course III						
Number Tested	220	214	106	2	1	2
Number Scoring 55–100	151	174	60	#	#	#
Number Scoring 65–100	135	149	42	#	#	#
Number Scoring 85–100	50	53	4	#	#	#
Percentage of Tested Scoring 55–100	69%	81%	57%	#	#	#
Percentage of Tested Scoring 65–100	61%	70%	40%	#	#	#
Percentage of Tested Scoring 85–100	23%	25%	4%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	80	83%	34	97%	39	79%
Students with Disabilities	11	82%	5	100%	9	33%

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	1	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	392	392	392	67	67	67	459	459	459
Number Scoring 55–64	45	68	46	11	14	14	56	82	60
Number Scoring 65–84	204	205	217	27	17	20	231	222	237
Number Scoring 85–100	111	84	85	4	0	1	115	84	86
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)