

# New York State School Report Card Comprehensive Information Report

BEDS Code: 57-01-01-04-0002

Grade Range : 7-12

Name: Addison High School

Principal: Anthony Danquah

## 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	86	113	119
Eighth	98	76	104
Ninth	120	94	75
Tenth	102	100	92
Eleventh	106	92	85
Twelfth	96	101	94
Ungraded Secondary	0	0	0
Total K-12 Enrollment	608	576	569

## 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	4	0.7%	8	1.4%	8	1.4%
Black (Not Hispanic)	3	0.5%	2	0.3%	3	0.5%
Hispanic	3	0.5%	3	0.5%	2	0.4%
White (Not Hispanic)	598	98.4%	563	97.7%	556	97.7%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	15	20
Mathematics Grade 8	15	16	26
Science Grade 8	16	15	20
Social Studies Grade 8	16	15	20
English Grade 10	13	15	22
Mathematics Grade 10	13	7	26
Science Grade 10	11	20	21
Social Studies Grade 10	0	0	18

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
48	All schools in this group are secondary level schools in rural 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	181	29.8%	158	27.4%	202	35.5%

### 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		91.7%		91.0%		92.3%
Student Suspensions	130	20.4%	119	19.6%	48	8.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.4%	9.9%	13.4%
Public Assistance	31-40%	51-60%	51-60%
Student Stability	90%	93%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	48
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

\*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	68	23	34%	68	29	43%	71	17	24%
Students with Disabilities	7	2	29%	9	0	0%	3	0	0%
All Students	75	25	33%	77	29	38%	74	17	23%

\*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	10	29	0	6	17	12
Percent	14%	39%	0%	8%	23%	16%

## 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	0	0	3

\*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			4		14	
	Entered GED Program*			4		5	
	Total Noncompleters			8		19	
Students with Disabilities	Dropped Out			4		5	
	Entered GED Program*			0		1	
	Total Noncompleters			4		6	
All Students	Dropped Out	14	3.3%	8	2.1%	19	5.5%
	Entered GED Program*	9	2.1%	4	1.0%	6	1.7%
	Total Noncompleters	23	5.4%	12	3.1%	25	7.2%

\*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	165
	Number of Students with Disabilities		0	21
	Number of All Students		189	186
	Percent of Enrollment		100%	83%
9-12	Number of General-Education Students		297	284
	Number of Students with Disabilities		90	62
	Number of All Students		387	346
	Percent of Enrollment		100%	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	18	72%	11	55%	21	86%
Spanish	24	75%	4	#	37	70%

### 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	1	#	1	#	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%	1	#	2	#
Science	3	#	3	#	2	#
Reading	0	0%	1	#	1	#
Writing	0	0%	0	0%	2	#
Global Studies	3	#	1	#	3	#
U.S. Hist & Gov't	2	#	1	#	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	100%	8	38%	6	67%
Science	6	83%	2	#	4	#
Reading	7	100%	11	55%	0	0%
Writing	7	100%	8	100%	4	#
Global Studies	2	#	11	36%	1	#
U.S. Hist & Gov't	0	0%	1	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	94	90	77	14	22	10
Number Scoring 55–100	87	75	67	11	10	8
Number Scoring 65–100	70	64	62	9	6	7
Number Scoring 85–100	15	20	15	0	0	0
Percentage of Tested Scoring 55–100	93%	83%	87%	79%	45%	80%
Percentage of Tested Scoring 65–100	74%	71%	81%	64%	27%	70%
Percentage of Tested Scoring 85–100	16%	22%	19%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	25	99	121	12	13	12
Number Scoring 55–100	7	51	63	4	4	4
Number Scoring 65–100	2	23	31	1	2	2
Number Scoring 85–100	0	3	0	0	1	0
Percentage of Tested Scoring 55–100	28%	52%	52%	33%	31%	33%
Percentage of Tested Scoring 65–100	8%	23%	26%	8%	15%	17%
Percentage of Tested Scoring 85–100	0%	3%	0%	0%	8%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	7	0	0	1
Number Scoring 55–100	0	0	4	0	0	#
Number Scoring 65–100	0	0	4	0	0	#
Number Scoring 85–100	0	0	0	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	57%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	57%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	59	99	84	11	19	8
Number Scoring 55–100	58	88	68	11	16	5
Number Scoring 65–100	44	61	59	7	6	3
Number Scoring 85–100	6	6	9	0	1	0
Percentage of Tested Scoring 55–100	98%	89%	81%	100%	84%	62%
Percentage of Tested Scoring 65–100	75%	62%	70%	64%	32%	38%
Percentage of Tested Scoring 85–100	10%	6%	11%	0%	5%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	115	52	76	11	11	12
Number Scoring 55–100	103	48	72	11	11	12
Number Scoring 65–100	88	32	63	10	7	10
Number Scoring 85–100	40	3	31	0	0	3
Percentage of Tested Scoring 55–100	90%	92%	95%	100%	100%	100%
Percentage of Tested Scoring 65–100	77%	62%	83%	91%	64%	83%
Percentage of Tested Scoring 85–100	35%	6%	41%	0%	0%	25%

(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	125	104	68	19	13	6
Number Scoring 55–100	117	98	62	17	11	3
Number Scoring 65–100	94	88	53	11	9	3
Number Scoring 85–100	2	5	6	0	1	0
Percentage of Tested Scoring 55–100	94%	94%	91%	89%	85%	50%
Percentage of Tested Scoring 65–100	75%	85%	78%	58%	69%	50%
Percentage of Tested Scoring 85–100	2%	5%	9%	0%	8%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	0	60	73	0	10	7
Number Scoring 55–100	0	52	68	0	6	6
Number Scoring 65–100	0	45	58	0	5	6
Number Scoring 85–100	0	7	8	0	1	0
Percentage of Tested Scoring 55–100	0%	87%	93%	0%	60%	86%
Percentage of Tested Scoring 65–100	0%	75%	79%	0%	50%	86%
Percentage of Tested Scoring 85–100	0%	12%	11%	0%	10%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		22	6		0	0
Number Scoring 55–100		19	6		0	0
Number Scoring 65–100		11	5		0	0
Number Scoring 85–100		1	1		0	0
Percentage of Tested Scoring 55–100		86%	100%		0%	0%
Percentage of Tested Scoring 65–100		50%	83%		0%	0%
Percentage of Tested Scoring 85–100		5%	17%		0%	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	24	31	34	0	0	2
Number Scoring 55–100	20	30	26	0	0	#
Number Scoring 65–100	18	30	24	0	0	#
Number Scoring 85–100	5	7	5	0	0	#
Percentage of Tested Scoring 55–100	83%	97%	76%	0%	0%	#
Percentage of Tested Scoring 65–100	75%	97%	71%	0%	0%	#
Percentage of Tested Scoring 85–100	21%	23%	15%	0%	0%	#
<b>Comprehensive Latin</b>						
Number Tested	13	16	16	0	0	0
Number Scoring 55–100	11	13	15	0	0	0
Number Scoring 65–100	6	10	15	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	85%	81%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	46%	62%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	19%	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	55	0	0	1	0	0
Number Scoring 55–100	34	0	0	#	0	0
Number Scoring 65–100	30	0	0	#	0	0
Number Scoring 85–100	4	0	0	#	0	0
Percentage of Tested Scoring 55–100	62%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	55%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	7%	0%	0%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	34	31	0	0	0	0
Number Scoring 55–100	19	17	0	0	0	0
Number Scoring 65–100	16	13	0	0	0	0
Number Scoring 85–100	5	3	0	0	0	0
Percentage of Tested Scoring 55–100	56%	55%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	47%	42%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	15%	10%	0%	0%	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	94	90%	43	91%	33	76%
Students with Disabilities	26	77%	8	100%	7	100%

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	75	1%	21%	69%	8%
	Students with Disabilities	14	0%	86%	14%	0%
	All Students	89	1%	31%	61%	7%

(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	68	68	68	7	7	7	75	75	75
Number Scoring 55–64	16	12	8	3	1	1	19	13	9
Number Scoring 65–84	37	37	40	1	4	2	38	41	42
Number Scoring 85–100	5	13	8	0	0	0	5	13	8
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)