

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-23-00-01-0037

Grade Range : 9-12

Name: Gorton High School

Principal: Rocco Grassi

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	497	447	389
Tenth	392	370	390
Eleventh	236	276	300
Twelfth	265	236	230
Ungraded Secondary	205	207	197
Total K-12 Enrollment	1595	1536	1506

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	124	7.8%	118	7.7%	115	7.6%
Black (Not Hispanic)	495	31.0%	459	29.9%	454	30.1%
Hispanic	633	39.7%	654	42.6%	663	44.0%
White (Not Hispanic)	343	21.5%	305	19.9%	274	18.2%

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	24	27	29
Mathematics Grade 10	22	23	30
Science Grade 10	27	24	29
Social Studies Grade 10	27	27	28

(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
42	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 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	94	5.9%	81	5.3%	90	6.0%
Eligible for Free Lunch	1069	67.0%	1090	71.0%	1098	72.9%

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		89.3%		91.3%		92.8%
Student Suspensions	142	9.5%	251	15.7%	235	15.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.7%	5.9%	5.4%
Public Assistance	71-80%	71-80%	71-80%
Student Stability	95%	86%	96%

Staff Counts

Staff	2002–2003
Total Teachers	104
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	7
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	187	58	31%	154	55	36%	233	63	27%
Students with Disabilities	8	0	0%	28	0	0%	14	0	0%
All Students	195	58	30%	182	55	30%	247	63	26%

*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	174	7	1	0	0	65
Percent	70%	3%	0%	0%	0%	26%

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)
14	0	28	42

*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			17		9	
	Entered GED Program*			82		58	
	Total Noncompleters			99		67	
Students with Disabilities	Dropped Out			3		8	
	Entered GED Program*			11		11	
	Total Noncompleters			14		19	
All Students	Dropped Out	30	1.9%	20	1.3%	17	1.1%
	Entered GED Program*	20	1.3%	93	6.1%	69	4.6%
	Total Noncompleters	50	3.1%	113	7.4%	86	5.7%

*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		1265	129
	Number of Students with Disabilities		58	21
	Number of All Students		1323	150
	Percent of Enrollment		86%	10%

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%	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	0	0%	1	#	4	#
Science	0	0%	68	76%	6	67%
Reading	0	0%	1	#	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	5	0%	1	#
U.S. Hist & Gov't	0	0%	10	60%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	58	52%	77	36%
Science	0	0%	28	39%	58	31%
Reading	0	0%	24	42%	45	27%
Writing	0	0%	19	84%	29	55%
Global Studies	0	0%	35	31%	55	11%
U.S. Hist & Gov't	0	0%	21	38%	33	27%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	238	288	327	3	24	24
Number Scoring 55–100	192	249	237	#	11	3
Number Scoring 65–100	138	195	201	#	4	3
Number Scoring 85–100	16	56	46	#	0	2
Percentage of Tested Scoring 55–100	81%	86%	72%	#	46%	12%
Percentage of Tested Scoring 65–100	58%	68%	61%	#	17%	12%
Percentage of Tested Scoring 85–100	7%	19%	14%	#	0%	8%
Mathematics A						
Number Tested	168	329	468	18	33	35
Number Scoring 55–100	78	105	278	0	0	8
Number Scoring 65–100	59	62	169	0	0	5
Number Scoring 85–100	15	6	16	0	0	1
Percentage of Tested Scoring 55–100	46%	32%	59%	0%	0%	23%
Percentage of Tested Scoring 65–100	35%	19%	36%	0%	0%	14%
Percentage of Tested Scoring 85–100	9%	2%	3%	0%	0%	3%
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	391	382	407	14	38	44
Number Scoring 55–100	283	245	272	2	9	11
Number Scoring 65–100	221	162	184	0	4	6
Number Scoring 85–100	51	24	38	0	0	0
Percentage of Tested Scoring 55–100	72%	64%	67%	14%	24%	25%
Percentage of Tested Scoring 65–100	57%	42%	45%	0%	11%	14%
Percentage of Tested Scoring 85–100	13%	6%	9%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	204	326	306	17	28	22
Number Scoring 55–100	149	262	266	4	8	11
Number Scoring 65–100	109	197	210	2	5	5
Number Scoring 85–100	23	40	68	1	1	1
Percentage of Tested Scoring 55–100	73%	80%	87%	24%	29%	50%
Percentage of Tested Scoring 65–100	53%	60%	69%	12%	18%	23%
Percentage of Tested Scoring 85–100	11%	12%	22%	6%	4%	5%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	290	458	401	34	39	34
Number Scoring 55–100	189	358	277	8	13	10
Number Scoring 65–100	138	252	191	3	8	6
Number Scoring 85–100	13	24	14	0	0	0
Percentage of Tested Scoring 55–100	65%	78%	69%	24%	33%	29%
Percentage of Tested Scoring 65–100	48%	55%	48%	9%	21%	18%
Percentage of Tested Scoring 85–100	4%	5%	3%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	1	4	1	1	1	0
Number Scoring 55–100	#	#	#	#	#	0
Number Scoring 65–100	#	#	#	#	#	0
Number Scoring 85–100	#	#	#	#	#	0
Percentage of Tested Scoring 55–100	#	#	#	#	#	0%
Percentage of Tested Scoring 65–100	#	#	#	#	#	0%
Percentage of Tested Scoring 85–100	#	#	#	#	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		183	170		5	5
Number Scoring 55–100		87	79		1	0
Number Scoring 65–100		41	36		0	0
Number Scoring 85–100		2	4		0	0
Percentage of Tested Scoring 55–100		48%	46%		20%	0%
Percentage of Tested Scoring 65–100		22%	21%		0%	0%
Percentage of Tested Scoring 85–100		1%	2%		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	9	12	14	0	0	0
Number Scoring 55–100	9	11	14	0	0	0
Number Scoring 65–100	9	11	14	0	0	0
Number Scoring 85–100	3	3	12	0	0	0
Percentage of Tested Scoring 55–100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	25%	86%	0%	0%	0%
Comprehensive Italian						
Number Tested	18	23	18	0	0	1
Number Scoring 55–100	14	23	18	0	0	#
Number Scoring 65–100	13	23	18	0	0	#
Number Scoring 85–100	5	6	9	0	0	#
Percentage of Tested Scoring 55–100	78%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	72%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	28%	26%	50%	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	123	128	162	0	1	0
Number Scoring 55–100	110	123	157	0	#	0
Number Scoring 65–100	110	119	154	0	#	0
Number Scoring 85–100	80	76	114	0	#	0
Percentage of Tested Scoring 55–100	89%	96%	97%	0%	#	0%
Percentage of Tested Scoring 65–100	89%	93%	95%	0%	#	0%
Percentage of Tested Scoring 85–100	65%	59%	70%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	172	49	4	6	1	1
Number Scoring 55–100	82	26	#	1	#	#
Number Scoring 65–100	65	17	#	1	#	#
Number Scoring 85–100	28	0	#	1	#	#
Percentage of Tested Scoring 55–100	48%	53%	#	17%	#	#
Percentage of Tested Scoring 65–100	38%	35%	#	17%	#	#
Percentage of Tested Scoring 85–100	16%	0%	#	17%	#	#
Sequential Mathematics, Course III						
Number Tested	78	100	93	1	0	0
Number Scoring 55–100	50	73	42	#	0	0
Number Scoring 65–100	43	67	36	#	0	0
Number Scoring 85–100	23	23	4	#	0	0
Percentage of Tested Scoring 55–100	64%	73%	45%	#	0%	0%
Percentage of Tested Scoring 65–100	55%	67%	39%	#	0%	0%
Percentage of Tested Scoring 85–100	29%	23%	4%	#	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	175	79%	213	80%	131	75%
Students with Disabilities	16	56%	4	#	9	56%

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	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	4	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	231	231	231	23	23	23	254	254	254
Number Scoring 55–64	47	41	43	7	5	2	54	46	45
Number Scoring 65–84	123	126	135	3	4	7	126	130	142
Number Scoring 85–100	30	35	23	0	1	0	30	36	23
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)