

# New York State School Report Card Comprehensive Information Report

BEDS Code: 67-02-01-06-0001  
 Name: Attica Senior High School  
 Principal: Rodney Ryan

Grade Range : 9-12

## 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	0	0	0
Eighth	0	0	0
Ninth	153	143	138
Tenth	172	151	137
Eleventh	156	172	154
Twelfth	136	159	168
Ungraded Secondary	17	0	8
Total K-12 Enrollment	634	625	605

## 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	1	0.2%	6	1.0%	9	1.5%
Black (Not Hispanic)	0	0.0%	3	0.5%	1	0.2%
Hispanic	0	0.0%	5	0.8%	5	0.8%
White (Not Hispanic)	633	99.8%	611	97.8%	590	97.5%

## 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	21	22	22
Mathematics Grade 10	0	22	22
Science Grade 10	18	20	24
Social Studies Grade 10	19	19	19

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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	1	0.2%	0	0.0%	0	0.0%
Eligible for Free Lunch	56	8.8%	63	10.1%	69	11.4%

### 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		93.6%		94.4%		93.5%
Student Suspensions	43	6.7%	14	2.2%	27	4.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.0%	5.9%	7.6%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	99%	98%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	52
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	115	65	57%	137	85	62%	142	90	63%
Students with Disabilities	7	0	0%	7	0	0%	11	0	0%
All Students	122	65	53%	144	85	59%	153	90	59%

\*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	41	80	0	4	22	6
Percent	27%	52%	0%	3%	14%	4%

## 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)
11	0	3	14

\*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			5		6	
	Entered GED Program*			4		3	
	Total Noncompleters			9		9	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	9	1.4%	5	0.8%	6	1.0%
	Entered GED Program*	1	0.2%	4	0.6%	3	0.5%
	Total Noncompleters	10	1.6%	9	1.4%	9	1.5%

\*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		577	140
	Number of Students with Disabilities		48	10
	Number of All Students		625	150
	Percent of Enrollment		100%	25%

## 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%	2	#	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%	3	#	6	100%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	5	60%	3	#
U.S. Hist & Gov't	9	22%	0	0%	6	83%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	2	#	4	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	4	#	8	100%
U.S. Hist & Gov't	3	#	5	100%	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	150	156	160	9	13	11
Number Scoring 55–100	148	147	150	8	12	8
Number Scoring 65–100	141	127	137	5	5	7
Number Scoring 85–100	51	60	33	0	0	0
Percentage of Tested Scoring 55–100	99%	94%	94%	89%	92%	73%
Percentage of Tested Scoring 65–100	94%	81%	86%	56%	38%	64%
Percentage of Tested Scoring 85–100	34%	38%	21%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	65	182	0	12	24
Number Scoring 55–100	0	42	132	0	8	13
Number Scoring 65–100	0	17	105	0	5	8
Number Scoring 85–100	0	4	26	0	1	0
Percentage of Tested Scoring 55–100	0%	65%	73%	0%	67%	54%
Percentage of Tested Scoring 65–100	0%	26%	58%	0%	42%	33%
Percentage of Tested Scoring 85–100	0%	6%	14%	0%	8%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	166	158	171	18	10	17
Number Scoring 55–100	163	142	151	17	8	13
Number Scoring 65–100	146	118	137	10	6	10
Number Scoring 85–100	41	20	36	0	0	0
Percentage of Tested Scoring 55–100	98%	90%	88%	94%	80%	76%
Percentage of Tested Scoring 65–100	88%	75%	80%	56%	60%	59%
Percentage of Tested Scoring 85–100	25%	13%	21%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	156	166	156	14	14	11
Number Scoring 55–100	150	155	146	12	9	9
Number Scoring 65–100	130	136	143	5	7	9
Number Scoring 85–100	62	46	53	1	0	2
Percentage of Tested Scoring 55–100	96%	93%	94%	86%	64%	82%
Percentage of Tested Scoring 65–100	83%	82%	92%	36%	50%	82%
Percentage of Tested Scoring 85–100	40%	28%	34%	7%	0%	18%

(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	135	161	136	3	7	15
Number Scoring 55–100	135	160	135	#	7	14
Number Scoring 65–100	134	152	128	#	6	12
Number Scoring 85–100	40	58	36	#	1	1
Percentage of Tested Scoring 55–100	100%	99%	99%	#	100%	93%
Percentage of Tested Scoring 65–100	99%	94%	94%	#	86%	80%
Percentage of Tested Scoring 85–100	30%	36%	26%	#	14%	7%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	144	137	133	17	16	14
Number Scoring 55–100	140	136	128	15	16	12
Number Scoring 65–100	123	129	121	9	14	10
Number Scoring 85–100	58	47	50	2	3	3
Percentage of Tested Scoring 55–100	97%	99%	96%	88%	100%	86%
Percentage of Tested Scoring 65–100	85%	94%	91%	53%	88%	71%
Percentage of Tested Scoring 85–100	40%	34%	38%	12%	19%	21%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		75	106		1	1
Number Scoring 55–100		63	92		#	#
Number Scoring 65–100		39	69		#	#
Number Scoring 85–100		2	10		#	#
Percentage of Tested Scoring 55–100		84%	87%		#	#
Percentage of Tested Scoring 65–100		52%	65%		#	#
Percentage of Tested Scoring 85–100		3%	9%		#	#
<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	31	31	48	0	0	0
Number Scoring 55–100	31	29	48	0	0	0
Number Scoring 65–100	30	29	48	0	0	0
Number Scoring 85–100	12	12	34	0	0	0
Percentage of Tested Scoring 55–100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	39%	39%	71%	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	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	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	61	43	33	0	0	0
Number Scoring 55–100	60	43	33	0	0	0
Number Scoring 65–100	59	43	33	0	0	0
Number Scoring 85–100	37	28	9	0	0	0
Percentage of Tested Scoring 55–100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	61%	65%	27%	0%	0%	0%
<b>Comprehensive Latin</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%

(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	139	122	21	1	0	0
Number Scoring 55–100	128	102	11	#	0	0
Number Scoring 65–100	121	86	7	#	0	0
Number Scoring 85–100	59	31	2	#	0	0
Percentage of Tested Scoring 55–100	92%	84%	52%	#	0%	0%
Percentage of Tested Scoring 65–100	87%	70%	33%	#	0%	0%
Percentage of Tested Scoring 85–100	42%	25%	10%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	102	96	88	2	0	0
Number Scoring 55–100	72	88	68	#	0	0
Number Scoring 65–100	61	78	59	#	0	0
Number Scoring 85–100	24	41	23	#	0	0
Percentage of Tested Scoring 55–100	71%	92%	77%	#	0%	0%
Percentage of Tested Scoring 65–100	60%	81%	67%	#	0%	0%
Percentage of Tested Scoring 85–100	24%	43%	26%	#	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	46	100%	55	5%	7	100%
Students with Disabilities	10	80%	9	11%	3	#

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	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
<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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	143	143	143	15	15	15	158	158	158
Number Scoring 55–64	6	12	8	2	1	6	8	13	14
Number Scoring 65–84	95	80	70	8	6	5	103	86	75
Number Scoring 85–100	40	46	63	0	0	0	40	46	63
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)