

New York State School Report Card Comprehensive Information Report

BEDS Code : 14-06-00-01-0104
 Name : Emerson Vocational High School
 Principal: Jon Lyon

Grade Range : 9-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
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	225	194	133
Tenth	112	118	137
Eleventh	132	100	132
Twelfth	69	105	116
Ungraded Secondary	96	78	46
Total K-12 Enrollment	634	595	564

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	15	2.4%	11	1.8%	12	2.1%
Black (Not Hispanic)	464	73.2%	435	73.1%	427	75.7%
Hispanic	27	4.3%	28	4.7%	20	3.5%
White (Not Hispanic)	128	20.2%	121	20.3%	105	18.6%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	5	0.8%	3	0.5%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
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	17
Social Studies Grade 8	0	0	0
English Grade 10	24	26	25
Mathematics Grade 10	23	26	26
Science Grade 10	15	0	0
Social Studies Grade 10	25	19	20

(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
41	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 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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		82.7%		81.2%		88.6%
Student Suspensions	112	17.7%	66	10.4%	42	7.1%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	38.0%	4.5%	49.1%
Reduced Lunch	5.8%	8.6%	13.3%
Public Assistance	71-80%	51-60%	61-70%
Student Stability	100%	76%	94%

Staff Counts

Staff	2001–2002
Total Teachers	55
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching out of Certification*	NA
Teachers with Temporary Licenses	NA

*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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	58	0	0%	57	0	0%	60	1	2%
Students with Disabilities	1	0	0%	3	0	0%	0	0	0%
All Students	59	0	0%	60	0	0%	60	1	2%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	21	21	0	4	8	6
Percent	35%	35%	0%	7%	13%	10%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
0	0	4	4

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					54	9.6%
	Entered GED Program*					3	0.5%
	Total Noncompleters					57	10.1%
Students with Disabilities	Dropped Out					3	0.5%
	Entered GED Program*					2	0.4%
	Total Noncompleters					5	0.9%
All Students	Dropped Out	26	4.1%	10	1.7%	57	10.1%
	Entered GED Program*	0	0.0%	26	4.4%	5	0.9%
	Total Noncompleters	26	4.1%	36	6.0%	62	11.0%

*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)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	2	#
Science	42	81%	13	46%	4	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	18	6%	1	#	0	0%
U.S. Hist & Gov't	36	58%	4	#	1	#

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	50%	3	#	3	#
Science	12	58%	4	#	0	0%
Reading	3	67%	4	#	0	0%
Writing	3	33%	2	#	0	0%
Global Studies	9	22%	2	#	0	0%
U.S. Hist & Gov't	4	50%	5	20%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	116	91	95	6	7	2
Number Scoring 55–100	89	84	54	3	5	#
Number Scoring 65–100	31	49	30	2	2	#
Number Scoring 85–100	0	1	2	0	0	#
Percentage of Tested Scoring 55–100	77%	92%	57%	50%	71%	#
Percentage of Tested Scoring 65–100	27%	54%	32%	33%	29%	#
Percentage of Tested Scoring 85–100	0%	1%	2%	0%	0%	#
Sequential Mathematics, Course I (last administered January 2002)						
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%
Mathematics A						
Number Tested	140	118	225	37	4	2
Number Scoring 55–100	38	51	92	6	#	#
Number Scoring 65–100	19	17	36	4	#	#
Number Scoring 85–100	0	1	0	0	#	#
Percentage of Tested Scoring 55–100	27%	43%	41%	16%	#	#
Percentage of Tested Scoring 65–100	14%	14%	16%	11%	#	#
Percentage of Tested Scoring 85–100	0%	1%	0%	0%	#	#
Global Studies (last administered January 2000)						
Number Tested	0			0		
Number Scoring 55–100	0			0		
Number Scoring 65–100	0			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	0%			0%		
Percentage of Tested Scoring 65–100	0%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
Global History and Geography (first administered June 2000)						
Number Tested	155	115	129	16	13	3
Number Scoring 55–100	67	84	83	3	12	#
Number Scoring 65–100	21	51	31	1	9	#
Number Scoring 85–100	2	5	1	0	1	#
Percentage of Tested Scoring 55–100	43%	73%	64%	19%	92%	#
Percentage of Tested Scoring 65–100	14%	44%	24%	6%	69%	#
Percentage of Tested Scoring 85–100	1%	4%	1%	0%	8%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	120	10		8	1	
Number Scoring 55–100	74	5		2	#	
Number Scoring 65–100	29	0		0	#	
Number Scoring 85–100	2	0		0	#	
Percentage of Tested Scoring 55–100	62%	50%		25%	#	
Percentage of Tested Scoring 65–100	24%	0%		0%	#	
Percentage of Tested Scoring 85–100	2%	0%		0%	#	
U.S. History and Government (first administered June 2001)						
Number Tested		91	120		7	5
Number Scoring 55–100		54	96		3	3
Number Scoring 65–100		26	49		1	1
Number Scoring 85–100		4	7		0	0
Percentage of Tested Scoring 55–100		59%	80%		43%	60%
Percentage of Tested Scoring 65–100		29%	41%		14%	20%
Percentage of Tested Scoring 85–100		4%	6%		0%	0%
Living Environment (first administered June 2001)						
Number Tested		153	137		28	4
Number Scoring 55–100		119	112		12	#
Number Scoring 65–100		71	89		3	#
Number Scoring 85–100		0	1		0	#
Percentage of Tested Scoring 55–100		78%	82%		43%	#
Percentage of Tested Scoring 65–100		46%	65%		11%	#
Percentage of Tested Scoring 85–100		0%	1%		0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		32	50		2	3
Number Scoring 55–100		21	35		#	#
Number Scoring 65–100		11	24		#	#
Number Scoring 85–100		0	0		#	#
Percentage of Tested Scoring 55–100		66%	70%		#	#
Percentage of Tested Scoring 65–100		34%	48%		#	#
Percentage of Tested Scoring 85–100		0%	0%		#	#

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	235	140	121	89	146
2001	162	158	99	97	129
2002	141	133	121	102	124

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	49	36	15	14	29
2001	50	23	19	12	26
2002	12	5	4	8	7

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	146	129	124	29	26	7
Earth Science (last administered January 2001)						
Number Tested	12	8		1	0	
Number Scoring 55–100	3	2		#	0	
Number Scoring 65–100	1	0		#	0	
Number Scoring 85–100	0	0		#	0	
Percentage of AGE Tested	8%	6%		#	0%	
Percentage of AGE Scoring 55–100	2%	2%		#	0%	
Percentage of AGE Scoring 65–100	1%	0%		#	0%	
Percentage of AGE Scoring 85–100	0%	0%		#	0%	
Percentage of Tested Scoring 65–100	8%	0%		#	0%	
Biology (last administered January 2001)						
Number Tested	193	74		38	17	
Number Scoring 55–100	100	15		10	1	
Number Scoring 65–100	14	3		0	0	
Number Scoring 85–100	1	0		0	0	
Percentage of AGE Tested	132%	57%		131%	65%	
Percentage of AGE Scoring 55–100	68%	12%		34%	4%	
Percentage of AGE Scoring 65–100	10%	2%		0%	0%	
Percentage of AGE Scoring 85–100	1%	0%		0%	0%	
Percentage of Tested Scoring 65–100	7%	4%		0%	0%	
Chemistry (last administered January 2002)						
Number Tested	114	90	51	7	9	0
Number Scoring 55–100	15	26	14	0	2	0
Number Scoring 65–100	1	10	4	0	2	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	78%	70%	41%	24%	35%	0%
Percentage of AGE Scoring 55–100	10%	20%	11%	0%	8%	0%
Percentage of AGE Scoring 65–100	1%	8%	3%	0%	8%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	1%	11%	8%	0%	22%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	146	129	124	29	26	7
Physics (last administered January 2002)						
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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			95			0
Number Scoring 55–100			43			0
Number Scoring 65–100			1			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			77%			0%
Percentage of AGE Scoring 55–100			35%			0%
Percentage of AGE Scoring 65–100			1%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			1%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			0			0
Number Scoring 55–100			0			0
Number Scoring 65–100			0			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			0%			0%
Percentage of AGE Scoring 55–100			0%			0%
Percentage of AGE Scoring 65–100			0%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			0%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	149	89%	160	91%	125	89%
Students with Disabilities	20	75%	30	50%	15	67%

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	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 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	95	95	1	1	96	96
Number Scoring 55–64	#	#	#	#	44	35
Number Scoring 65–84	#	#	#	#	39	37
Number Scoring 85–100	#	#	#	#	2	7
Approved Alternatives	#	#	#	#	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	94	1	95
Number Scoring 55–64	#	#	35
Number Scoring 65–84	#	#	24
Number Scoring 85–100	#	#	1
Approved Alternatives	#	#	0

(Form – O)