

New York State School Report Card Comprehensive Information Report

BEDS Code : 26-16-00-01-0387
 Name : Alternative Education Center At Lofton
 Principal: Jerome Watts

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	43	44	66
Tenth	61	76	85
Eleventh	37	30	73
Twelfth	30	32	27
Ungraded Secondary	42	58	42
Total K-12 Enrollment	213	240	293

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	5	2.3%	4	1.7%	3	1.0%
Black (Not Hispanic)	166	77.9%	194	80.8%	222	75.8%
Hispanic	28	13.1%	27	11.3%	45	15.4%
White (Not Hispanic)	14	6.6%	15	6.3%	23	7.8%

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.
225	105.6%	7	2.9%	4	1.4%

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	0
Social Studies Grade 8	0	0	0
English Grade 10	30	30	0
Mathematics Grade 10	0	30	14
Science Grade 10	0	0	0
Social Studies Grade 10	16	18	0

(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).

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		59.0%		59.0%		59.7%
Student Suspensions	172	57.0%	151	70.9%	181	75.4%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	50.7%	52.5%	95.6%
Reduced Lunch	2.8%	4.2%	4.4%
Public Assistance	61-70%	61-70%	41-50%
Student Stability	83%	41%	52%

Staff Counts

Staff	2001–2002
Total Teachers	29
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching out of Certification*	10
Teachers with Temporary Licenses	1

*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	28	0	0%	52	0	0%	53	0	0%
Students with Disabilities	0	0	0%	5	0	0%	9	0	0%
All Students	28	0	0%	57	0	0%	62	0	0%

*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	7	7	0	5	26	17
Percent	11%	11%	0%	8%	42%	27%

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)
9	0	7	16

*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					51	17.4%
	Entered GED Program*					106	36.2%
	Total Noncompleters					157	53.6%
Students with Disabilities	Dropped Out					32	10.9%
	Entered GED Program*					21	7.2%
	Total Noncompleters					53	18.1%
All Students	Dropped Out	8	3.8%	70	29.2%	83	28.3%
	Entered GED Program*	159	74.6%	118	49.2%	127	43.3%
	Total Noncompleters	167	78.4%	188	78.3%	210	71.7%

*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)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	0%	0	0%	2	#
Science	26	46%	0	0%	8	100%
Reading	0	0%	0	0%	1	#
Writing	7	71%	0	0%	0	0%
Global Studies	30	27%	0	0%	4	#
U.S. Hist & Gov't	32	69%	0	0%	2	#

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	25%	0	0%	0	0%
Science	3	0%	0	0%	2	#
Reading	5	80%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	2	50%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	24	0	33	0	0	0
Number Scoring 55–100	24	0	22	0	0	0
Number Scoring 65–100	6	0	14	0	0	0
Number Scoring 85–100	0	0	5	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	67%	0%	0%	0%
Percentage of Tested Scoring 65–100	25%	0%	42%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	15%	0%	0%	0%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	10	0	11	0	0	0
Number Scoring 55–100	10	0	7	0	0	0
Number Scoring 65–100	5	0	3	0	0	0
Number Scoring 85–100	2	0	0	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	64%	0%	0%	0%
Percentage of Tested Scoring 65–100	50%	0%	27%	0%	0%	0%
Percentage of Tested Scoring 85–100	20%	0%	0%	0%	0%	0%
Mathematics A						
Number Tested	0	0	9	0	0	0
Number Scoring 55–100	0	0	7	0	0	0
Number Scoring 65–100	0	0	1	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	78%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	11%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global Studies (last administered January 2000)						
Number Tested	2			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%		
Global History and Geography (first administered June 2000)						
Number Tested	0	0	50	0	0	1
Number Scoring 55–100	0	0	43	0	0	#
Number Scoring 65–100	0	0	27	0	0	#
Number Scoring 85–100	0	0	1	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	86%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	54%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	2%	0%	0%	#

(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	0	0		0	0	
Number Scoring 55–100	0	0		0	0	
Number Scoring 65–100	0	0		0	0	
Number Scoring 85–100	0	0		0	0	
Percentage of Tested Scoring 55–100	0%	0%		0%	0%	
Percentage of Tested Scoring 65–100	0%	0%		0%	0%	
Percentage of Tested Scoring 85–100	0%	0%		0%	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		0	48		0	0
Number Scoring 55–100		0	34		0	0
Number Scoring 65–100		0	26		0	0
Number Scoring 85–100		0	2		0	0
Percentage of Tested Scoring 55–100		0%	71%		0%	0%
Percentage of Tested Scoring 65–100		0%	54%		0%	0%
Percentage of Tested Scoring 85–100		0%	4%		0%	0%
Living Environment (first administered June 2001)						
Number Tested		0	15		0	0
Number Scoring 55–100		0	12		0	0
Number Scoring 65–100		0	8		0	0
Number Scoring 85–100		0	1		0	0
Percentage of Tested Scoring 55–100		0%	80%		0%	0%
Percentage of Tested Scoring 65–100		0%	53%		0%	0%
Percentage of Tested Scoring 85–100		0%	7%		0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		0	7		0	1
Number Scoring 55–100		0	5		0	#
Number Scoring 65–100		0	1		0	#
Number Scoring 85–100		0	0		0	#
Percentage of Tested Scoring 55–100		0%	71%		0%	#
Percentage of Tested Scoring 65–100		0%	14%		0%	#
Percentage of Tested Scoring 85–100		0%	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	181	30	41	28	70
2001	0	0	0	0	0
2002	138	79	55	23	74

*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	3	28	15	14	15
2001	0	0	0	0	0
2002	2	6	1	6	4

*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)	70	0	74	15	0	4
Comprehensive Spanish						
Number Tested	2	0	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 AGE Tested	#	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	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 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%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	70	0	74	15	0	4
Sequential Mathematics, Course II						
Number Tested	2	0	8	0	0	1
Number Scoring 55–100	#	0	3	0	0	#
Number Scoring 65–100	#	0	1	0	0	#
Number Scoring 85–100	#	0	0	0	0	#
Percentage of AGE Tested	#	0%	11%	0%	0%	#
Percentage of AGE Scoring 55–100	#	0%	4%	0%	0%	#
Percentage of AGE Scoring 65–100	#	0%	1%	0%	0%	#
Percentage of AGE Scoring 85–100	#	0%	0%	0%	0%	#
Percentage of Tested Scoring 65–100	#	0%	12%	0%	0%	#
Sequential Mathematics, Course III						
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%
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	8	100%	0	0%	4	#
Students with Disabilities	0	0%	0	0%	0	0%

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	11	11	3	3	14	14
Number Scoring 55–64	#	#	#	#	2	1
Number Scoring 65–84	#	#	#	#	3	2
Number Scoring 85–100	#	#	#	#	0	0
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	34	6	40
Number Scoring 55–64	4	0	4
Number Scoring 65–84	5	0	5
Number Scoring 85–100	0	0	0
Approved Alternatives	0	0	0

(Form – O)