

New York State School Report Card Comprehensive Information Report

BEDS Code : 56-06-03-04-0001
 Name : Romulus Junior-Senior High School
 Principal: Mr. Michael Midey

Grade Range : 7-12

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	46	44	53
Eighth	45	47	44
Ninth	51	48	47
Tenth	44	49	52
Eleventh	40	38	50
Twelfth	34	36	32
Ungraded Secondary	0	0	0
Total K-12 Enrollment	260	262	278

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	1.9%	3	1.1%	5	1.8%
Black (Not Hispanic)	5	1.9%	5	1.9%	5	1.8%
Hispanic	1	0.4%	1	0.4%	1	0.4%
White (Not Hispanic)	249	95.8%	253	96.6%	267	96.0%

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%	0	0.0%	1	0.4%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	15	16	14
Mathematics Grade 8	11	16	15
Science Grade 8	15	16	15
Social Studies Grade 8	15	16	15
English Grade 10	19	21	16
Mathematics Grade 10	6	0	22
Science Grade 10	18	23	17
Social Studies Grade 10	19	24	17

(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).

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		96.8%		97.0%		95.5%
Student Suspensions	23	3.8%	11	4.2%	14	5.3%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	8.5%	9.9%	9.4%
Reduced Lunch	5.0%	5.0%	9.0%
Public Assistance	21-30%	21-30%	11-20%
Student Stability	100%	83%	100%

Staff Counts

Staff	2001–2002
Total Teachers	27
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching out of Certification*	2
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	22	17	77%	28	24	86%	21	19	90%
Students with Disabilities	5	1	20%	3	2	67%	6	2	33%
All Students	27	18	67%	31	26	84%	27	21	78%

*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	10	7	0	2	7	1
Percent	37%	26%	0%	7%	26%	4%

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)
6	2	2	8

*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					2	1.1%
	Entered GED Program*					0	0.0%
	Total Noncompleters					2	1.1%
Students with Disabilities	Dropped Out					2	1.1%
	Entered GED Program*					0	0.0%
	Total Noncompleters					2	1.1%
All Students	Dropped Out	0	0.0%	4	2.3%	4	2.2%
	Entered GED Program*	0	0.0%	6	3.5%	0	0.0%
	Total Noncompleters	0	0.0%	10	5.8%	4	2.2%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	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%	34	88%	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	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%	1	#	0	0%

(Form – D)

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

Students with Disabilities

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	34	27	43	3	4	4
Number Scoring 55–100	33	27	42	#	#	#
Number Scoring 65–100	31	24	36	#	#	#
Number Scoring 85–100	11	12	22	#	#	#
Percentage of Tested Scoring 55–100	97%	100%	98%	#	#	#
Percentage of Tested Scoring 65–100	91%	89%	84%	#	#	#
Percentage of Tested Scoring 85–100	32%	44%	51%	#	#	#
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	49	2	0	6	0	0
Number Scoring 55–100	46	#	0	5	0	0
Number Scoring 65–100	42	#	0	4	0	0
Number Scoring 85–100	23	#	0	1	0	0
Percentage of Tested Scoring 55–100	94%	#	0%	83%	0%	0%
Percentage of Tested Scoring 65–100	86%	#	0%	67%	0%	0%
Percentage of Tested Scoring 85–100	47%	#	0%	17%	0%	0%
Mathematics A						
Number Tested	0	0	82	0	0	13
Number Scoring 55–100	0	0	66	0	0	6
Number Scoring 65–100	0	0	61	0	0	6
Number Scoring 85–100	0	0	10	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	80%	0%	0%	46%
Percentage of Tested Scoring 65–100	0%	0%	74%	0%	0%	46%
Percentage of Tested Scoring 85–100	0%	0%	12%	0%	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	34	46	53	6	7	11
Number Scoring 55–100	34	46	50	6	7	8
Number Scoring 65–100	32	44	48	5	6	7
Number Scoring 85–100	16	24	18	0	1	2
Percentage of Tested Scoring 55–100	100%	100%	94%	100%	100%	73%
Percentage of Tested Scoring 65–100	94%	96%	91%	83%	86%	64%
Percentage of Tested Scoring 85–100	47%	52%	34%	0%	14%	18%

(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	34	0		3	0	
Number Scoring 55–100	34	0		#	0	
Number Scoring 65–100	29	0		#	0	
Number Scoring 85–100	16	0		#	0	
Percentage of Tested Scoring 55–100	100%	0%		#	0%	
Percentage of Tested Scoring 65–100	85%	0%		#	0%	
Percentage of Tested Scoring 85–100	47%	0%		#	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		29	44		4	5
Number Scoring 55–100		29	42		#	4
Number Scoring 65–100		28	36		#	2
Number Scoring 85–100		18	22		#	0
Percentage of Tested Scoring 55–100		100%	95%		#	80%
Percentage of Tested Scoring 65–100		97%	82%		#	40%
Percentage of Tested Scoring 85–100		62%	50%		#	0%
Living Environment (first administered June 2001)						
Number Tested		47	49		7	6
Number Scoring 55–100		47	49		7	6
Number Scoring 65–100		46	48		6	6
Number Scoring 85–100		14	12		1	1
Percentage of Tested Scoring 55–100		100%	100%		100%	100%
Percentage of Tested Scoring 65–100		98%	98%		86%	100%
Percentage of Tested Scoring 85–100		30%	24%		14%	17%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		37	33		6	3
Number Scoring 55–100		32	31		3	#
Number Scoring 65–100		29	30		2	#
Number Scoring 85–100		8	9		0	#
Percentage of Tested Scoring 55–100		86%	94%		50%	#
Percentage of Tested Scoring 65–100		78%	91%		33%	#
Percentage of Tested Scoring 85–100		22%	27%		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	46	37	35	30	37
2001	48	49	30	32	40
2002	46	55	48	30	45

*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	8	8	4	6	7
2001	8	9	6	4	7
2002	6	11	9	8	9

*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)	37	40	45	7	7	9
Comprehensive Spanish						
Number Tested	16	16	15	1	0	0
Number Scoring 55–100	15	16	15	#	0	0
Number Scoring 65–100	15	15	15	#	0	0
Number Scoring 85–100	6	13	12	#	0	0
Percentage of AGE Tested	43%	40%	33%	#	0%	0%
Percentage of AGE Scoring 55–100	41%	40%	33%	#	0%	0%
Percentage of AGE Scoring 65–100	41%	38%	33%	#	0%	0%
Percentage of AGE Scoring 85–100	16%	33%	27%	#	0%	0%
Percentage of Tested Scoring 65–100	94%	94%	100%	#	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)	37	40	45	7	7	9
Sequential Mathematics, Course II						
Number Tested	33	49	0	4	5	0
Number Scoring 55–100	20	33	0	#	1	0
Number Scoring 65–100	13	27	0	#	0	0
Number Scoring 85–100	2	9	0	#	0	0
Percentage of AGE Tested	89%	123%	0%	#	71%	0%
Percentage of AGE Scoring 55–100	54%	82%	0%	#	14%	0%
Percentage of AGE Scoring 65–100	35%	68%	0%	#	0%	0%
Percentage of AGE Scoring 85–100	5%	23%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	39%	55%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	27	23	40	3	0	1
Number Scoring 55–100	24	22	36	#	0	#
Number Scoring 65–100	23	22	35	#	0	#
Number Scoring 85–100	11	13	15	#	0	#
Percentage of AGE Tested	73%	57%	89%	#	0%	#
Percentage of AGE Scoring 55–100	65%	55%	80%	#	0%	#
Percentage of AGE Scoring 65–100	62%	55%	78%	#	0%	#
Percentage of AGE Scoring 85–100	30%	33%	33%	#	0%	#
Percentage of Tested Scoring 65–100	85%	96%	88%	#	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)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	37	40	45	7	7	9
Earth Science (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 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%	
Biology (last administered January 2001)						
Number Tested	47	0		6	0	
Number Scoring 55–100	45	0		5	0	
Number Scoring 65–100	38	0		2	0	
Number Scoring 85–100	8	0		0	0	
Percentage of AGE Tested	127%	0%		86%	0%	
Percentage of AGE Scoring 55–100	122%	0%		71%	0%	
Percentage of AGE Scoring 65–100	103%	0%		29%	0%	
Percentage of AGE Scoring 85–100	22%	0%		0%	0%	
Percentage of Tested Scoring 65–100	81%	0%		33%	0%	
Chemistry (last administered January 2002)						
Number Tested	22	16	0	2	0	0
Number Scoring 55–100	21	16	0	#	0	0
Number Scoring 65–100	20	16	0	#	0	0
Number Scoring 85–100	13	5	0	#	0	0
Percentage of AGE Tested	59%	40%	0%	#	0%	0%
Percentage of AGE Scoring 55–100	57%	40%	0%	#	0%	0%
Percentage of AGE Scoring 65–100	54%	40%	0%	#	0%	0%
Percentage of AGE Scoring 85–100	35%	12%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	91%	100%	0%	#	0%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	37	40	45	7	7	9
Physics (last administered January 2002)						
Number Tested	10	1	0	1	0	0
Number Scoring 55–100	5	#	0	#	0	0
Number Scoring 65–100	1	#	0	#	0	0
Number Scoring 85–100	0	#	0	#	0	0
Percentage of AGE Tested	27%	#	0%	#	0%	0%
Percentage of AGE Scoring 55–100	14%	#	0%	#	0%	0%
Percentage of AGE Scoring 65–100	3%	#	0%	#	0%	0%
Percentage of AGE Scoring 85–100	0%	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	10%	#	0%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			19			0
Number Scoring 55–100			19			0
Number Scoring 65–100			17			0
Number Scoring 85–100			3			0
Percentage of AGE Tested			42%			0%
Percentage of AGE Scoring 55–100			42%			0%
Percentage of AGE Scoring 65–100			38%			0%
Percentage of AGE Scoring 85–100			7%			0%
Percentage of Tested Scoring 65–100			89%			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	21	100%	1	#	0	0%
Students with Disabilities	17	100%	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	43	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	46	0%	20%	67%	13%

(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	23	23	9	9	32	32
Number Scoring 55–64	0	0	1	1	1	1
Number Scoring 65–84	9	4	6	5	15	9
Number Scoring 85–100	13	19	0	0	13	19
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	38	9	47
Number Scoring 55–64	1	1	2
Number Scoring 65–84	24	4	28
Number Scoring 85–100	12	0	12
Approved Alternatives	0	0	0

(Form – O)