

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0108
 Name: Riverside Institute Of Technology
 Principal: Michael Mogavero

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	48	0	0
Eighth	52	38	0
Ninth	329	284	456
Tenth	180	277	274
Eleventh	111	142	195
Twelfth	115	119	127
Ungraded Secondary	0	0	0
Total K-12 Enrollment	835	860	1052

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	40	4.8%	35	4.1%	41	3.9%
Black (Not Hispanic)	375	44.9%	408	47.4%	550	52.3%
Hispanic	84	10.1%	93	10.8%	119	11.3%
White (Not Hispanic)	336	40.2%	324	37.7%	342	32.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	15	20	0
Mathematics Grade 8	15	20	0
Science Grade 8	15	20	0
Social Studies Grade 8	15	0	0
English Grade 10	29	25	23
Mathematics Grade 10	26	0	32
Science Grade 10	32	29	28
Social Studies Grade 10	31	26	27

(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).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	12	1.1%
Eligible for Free Lunch	368	44.1%	425	49.4%	587	55.8%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		89.5%		86.1%		84.8%
Student Suspensions	46	6.1%	51	6.1%	65	7.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	13.4%	0.0%	10.5%
Public Assistance	71-80%	41-50%	71-80%
Student Stability	91%	92%	88%

Staff Counts

Staff	2003-04
Total Teachers	60
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	7

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	106	11	10%	88	26	30%	100	29	29%
Students with Disabilities	0	0	0%	0	0	0%	7	0	0%
All Students	106	11	10%	88	26	30%	107	29	27%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	45	50	0	2	10	0
Percent	42%	47%	0%	2%	9%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
7	0	1	8

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	62		92		73	8.7%
	Entered GED Program*	33		11		42	5.0%
	Total Noncompleters	95		103		115	13.8%
Students with Disabilities	Dropped Out	8		43		24	9.6%
	Entered GED Program*	5		2		12	4.8%
	Total Noncompleters	13		45		36	14.3%
All Students	Dropped Out	70	9.5%	135	16.4%	97	8.9%
	Entered GED Program*	38	5.2%	13	1.6%	54	5.0%
	Total Noncompleters	108	14.7%	148	18.0%	151	13.9%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	366	370	175
	Number of Students with Disabilities	140	180	75
	Number of All Students	506	550	250
	Percent of Enrollment	69%	67%	24%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	84	54%	1	#	61	61%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	10	10%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	28	86%	10	90%	0	0%
Science	5	20%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	21	62%	10	0%
Science	2	#	1	#	4	#
Reading	0	0%	0	0%	13	62%
Writing	0	0%	0	0%	14	57%
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	122	144	150	0	17	13
Number Scoring 55-100	93	122	119	0	11	5
Number Scoring 65-100	59	80	88	0	4	2
Number Scoring 85-100	8	12	4	0	0	0
Percentage of Tested Scoring 55-100	76%	85%	79%	0%	65%	38%
Percentage of Tested Scoring 65-100	48%	56%	59%	0%	24%	15%
Percentage of Tested Scoring 85-100	7%	8%	3%	0%	0%	0%
Mathematics A						
Number Tested	218	201	286	3	17	43
Number Scoring 55-100	86	84	222	#	0	23
Number Scoring 65-100	39	39	111	#	0	9
Number Scoring 85-100	3	1	3	#	0	0
Percentage of Tested Scoring 55-100	39%	42%	78%	#	0%	53%
Percentage of Tested Scoring 65-100	18%	19%	39%	#	0%	21%
Percentage of Tested Scoring 85-100	1%	0%	1%	#	0%	0%
Mathematics B						
Number Tested	0	0	15	0	0	0
Number Scoring 55-100	0	0	11	0	0	0
Number Scoring 65-100	0	0	8	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	73%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	53%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	121	150	174	1	21	28
Number Scoring 55-100	114	131	157	#	14	22
Number Scoring 65-100	86	120	132	#	11	17
Number Scoring 85-100	14	30	36	#	4	4
Percentage of Tested Scoring 55-100	94%	87%	90%	#	67%	79%
Percentage of Tested Scoring 65-100	71%	80%	76%	#	52%	61%
Percentage of Tested Scoring 85-100	12%	20%	21%	#	19%	14%
U.S. History and Government						
Number Tested	115	126	129	0	10	15
Number Scoring 55-100	108	121	125	0	8	13
Number Scoring 65-100	89	116	98	0	7	6
Number Scoring 85-100	7	25	19	0	0	1
Percentage of Tested Scoring 55-100	94%	96%	97%	0%	80%	87%
Percentage of Tested Scoring 65-100	77%	92%	76%	0%	70%	40%
Percentage of Tested Scoring 85-100	6%	20%	15%	0%	0%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	117	164	219	0	28	28
Number Scoring 55-100	111	117	203	0	14	23
Number Scoring 65-100	93	98	167	0	12	14
Number Scoring 85-100	3	7	7	0	0	1
Percentage of Tested Scoring 55-100	95%	71%	93%	0%	50%	82%
Percentage of Tested Scoring 65-100	79%	60%	76%	0%	43%	50%
Percentage of Tested Scoring 85-100	3%	4%	3%	0%	0%	4%
Physical Setting/Earth Science						
Number Tested	210	232	315	2	50	62
Number Scoring 55-100	133	153	207	#	21	32
Number Scoring 65-100	92	97	97	#	10	10
Number Scoring 85-100	7	7	4	#	0	1
Percentage of Tested Scoring 55-100	63%	66%	66%	#	42%	52%
Percentage of Tested Scoring 65-100	44%	42%	31%	#	20%	16%
Percentage of Tested Scoring 85-100	3%	3%	1%	#	0%	2%
Physical Setting/Chemistry						
Number Tested	26	58	42	0	1	0
Number Scoring 55-100	10	46	31	0	#	0
Number Scoring 65-100	9	29	19	0	#	0
Number Scoring 85-100	0	1	0	0	#	0
Percentage of Tested Scoring 55-100	38%	79%	74%	0%	#	0%
Percentage of Tested Scoring 65-100	35%	50%	45%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	2%	0%	0%	#	0%
Physical Setting/Physics						
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%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	0	0	3	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%
Comprehensive Italian						
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 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	24	28	37	0	1	3
Number Scoring 55-100	23	26	31	0	#	#
Number Scoring 65-100	19	25	30	0	#	#
Number Scoring 85-100	4	12	6	0	#	#
Percentage of Tested Scoring 55-100	96%	93%	84%	0%	#	#
Percentage of Tested Scoring 65-100	79%	89%	81%	0%	#	#
Percentage of Tested Scoring 85-100	17%	43%	16%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
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%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	122	78%	0	0%	27	63%
Students with Disabilities	3	#	0	0%	8	38%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

2000 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	105	105	105	25	25	25	130	130	130
Number Scoring 55–64	13	5	11	4	0	3	17	5	14
Number Scoring 65–84	62	56	80	6	7	8	68	63	88
Number Scoring 85–100	12	20	3	0	0	0	12	20	3
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			16			7
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			8			4
Proficient (37-39)			5			3
Reading and Writing (Grade 9-12)						
Number Tested			16			7
Beginning (0-14)			1			0
Intermediate (15-24)			10			5
Advanced (25-32)			4			2
Proficient (33-35)			1			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)