New York State School Report Card
Comprehensive Information Report

BEDS Code: 66-15-00-01-0011 Grade Range : 8-12
Name: Park Street School
Principal: David Ferguson

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	0	2	0
Eighth	5	6	7
Ninth	32	19	28
Tenth	14	25	32
Eleventh	13	11	18
Twelfth	13	18	4
Ungraded Secondary	0	0	0
Total K-12 Enrollment	77	81	89

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	2	2.6%	2	2.5%	0	0.0%
Black (Not Hispanic)	50	64.9%	52	64.2%	64	71.9%
Hispanic	10	13.0%	13	16.0%	16	18.0%
White (Not Hispanic)	15	19.5%	14	17.3%	9	10.1%

Average Class Size

Grade Level	2001–02	2002–03	2003–04
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	9
Social Studies Grade 8	0	0	10
English Grade 10	10	0	0
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	20	0	0

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. 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%	0	0.0%
Eligible for Free Lunch	32	41.6%	47	58.0%	23	25.8%

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		58.0%		72.8%		67.4%
Student Suspensions	25	29.4%	32	41.6%	51	63.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001–02	2002–03	2003–04
Reduced Lunch	3.9%	7.4%	5.6%
Public Assistance	61-70%	51-60%	51-60%
Student Stability	85%	89%	100%

Staff Counts

Staff	2003–04
Total Teachers	7
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*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	6	0	0%	10	0	0%	12	0	0%
Students with Disabilities	1	0	0%	4	0	0%	3	0	0%
All Students	7	0	0%	14	0	0%	15	0	0%

*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	1	9	0	0	5	0
Percent	7%	60%	0%	0%	33%	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)
3	0	0	3

*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	0		1		1	1.8%
	Entered GED Program*	6		8		4	7.1%
	Total Noncompleters	6		9		5	8.9%
Students with Disabilities	Dropped Out	0		0		1	4.5%
	Entered GED Program*	2		2		0	0.0%
	Total Noncompleters	2		2		1	4.5%
All Students	Dropped Out	0	0.0%	1	1.4%	2	2.6%
	Entered GED Program*	8	11.1%	10	13.7%	4	5.1%
	Total Noncompleters	8	11.1%	11	15.1%	6	7.7%

*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	0	0	35
	Number of Students with Disabilities	0	0	17
	Number of All Students	0	0	52
	Percent of Enrollment	0%	0%	63%

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; completer 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	0	0%	0	0%	0	0%

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%	0	0%

Regents Competency Tests

General-Education Students

Test	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	0	0%
Science	3	#	1	#	1	#
Reading	1	#	2	#	0	0%
Writing	1	#	1	#	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	6	83%	3	#
Science	5	60%	5	100%	3	#
Reading	5	100%	2	#	0	0%
Writing	4	#	3	#	0	0%
Global Studies	0	0%	1	#	3	#
U.S. Hist & Gov't	1	#	4	#	8	50%

(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	6	17	17	1	0	6
Number Scoring 55–100	4	11	12	#	0	1
Number Scoring 65–100	2	7	10	#	0	0
Number Scoring 85–100	0	2	1	#	0	0
Percentage of Tested Scoring 55–100	67%	65%	71%	#	0%	17%
Percentage of Tested Scoring 65–100	33%	41%	59%	#	0%	0%
Percentage of Tested Scoring 85–100	0%	12%	6%	#	0%	0%
Mathematics A						
Number Tested	0	10	20	0	0	5
Number Scoring 55–100	0	9	14	0	0	1
Number Scoring 65–100	0	4	5	0	0	0
Number Scoring 85–100	0	3	0	0	0	0
Percentage of Tested Scoring 55–100	0%	90%	70%	0%	0%	20%
Percentage of Tested Scoring 65–100	0%	40%	25%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	30%	0%	0%	0%	0%
Mathematics 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%
Global History and Geography						
Number Tested	8	7	0	0	0	0
Number Scoring 55–100	5	2	0	0	0	0
Number Scoring 65–100	3	1	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	62%	29%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	38%	14%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
U.S. History and Government						
Number Tested	12	0	15	3	0	3
Number Scoring 55–100	8	0	4	#	0	#
Number Scoring 65–100	6	0	3	#	0	#
Number Scoring 85–100	2	0	0	#	0	#
Percentage of Tested Scoring 55–100	67%	0%	27%	#	0%	#
Percentage of Tested Scoring 65–100	50%	0%	20%	#	0%	#
Percentage of Tested Scoring 85–100	17%	0%	0%	#	0%	#

(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	8	16	6	0	0	1
Number Scoring 55–100	8	15	6	0	0	#
Number Scoring 65–100	6	9	6	0	0	#
Number Scoring 85–100	0	0	0	0	0	#
Percentage of Tested Scoring 55–100	100%	94%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	75%	56%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	#
Physical Setting/Earth Science						
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%
Physical Setting/Chemistry						
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%
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
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	13	100%	10	70%	5	100%
Students with Disabilities	4	#	6	67%	2	#

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	2	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	3	#	#	#	#

(Form – I)

New York State Alternate Assessments (NYSAA)
2003–04

	Count of Students					
Test	**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	5	5	5	3	3	3	8	8	8
Number Scoring 55–64	#	#	#	#	#	#	1	0	0
Number Scoring 65–84	#	#	#	#	#	#	0	0	4
Number Scoring 85–100	#	#	#	#	#	#	1	1	0
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)