

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0099

Grade Range : 9-12

Name: Bennett High School

Principal: Marilyn Wittman

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	370	368	455
Tenth	332	278	331
Eleventh	189	218	228
Twelfth	147	162	180
Ungraded Secondary	12	11	59
Total K-12 Enrollment	1050	1037	1253

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	2	0.2%	14	1.4%	15	1.2%
Black (Not Hispanic)	932	88.8%	824	79.5%	1009	80.5%
Hispanic	8	0.8%	46	4.4%	27	2.2%
White (Not Hispanic)	108	10.3%	153	14.8%	202	16.1%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	24	27	33
Mathematics Grade 10	25	27	33
Science Grade 10	22	23	22
Social Studies Grade 10	28	31	29

(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
40	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 lower 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	0.6%	6	0.6%	7	0.6%
Eligible for Free Lunch	378	36.0%	399	38.5%	412	32.9%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		87.2%		88.6%		86.4%
Student Suspensions	42	3.7%	42	4.0%	40	3.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.4%	8.3%	6.9%
Public Assistance	71-80%	71-80%	31-40%
Student Stability	100%	94%	91%

Staff Counts

Staff	2002–2003
Total Teachers	71
Total Other Professional Staff	5
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*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	112	15	13%	125	22	18%	110	27	25%
Students with Disabilities	0	0	0%	13	0	0%	20	0	0%
All Students	112	15	13%	138	22	16%	130	27	21%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	42	19	0	0	3	66
Percent	32%	15%	0%	0%	2%	51%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
20	0	2	22

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			68		63	
	Entered GED Program*			48		27	
	Total Noncompleters			116		90	
Students with Disabilities	Dropped Out			5		33	
	Entered GED Program*			12		13	
	Total Noncompleters			17		46	
All Students	Dropped Out	25	2.4%	73	7.0%	96	7.7%
	Entered GED Program*	0	0.0%	60	5.8%	40	3.2%
	Total Noncompleters	25	2.4%	133	12.8%	136	10.9%

*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)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		858	460
	Number of Students with Disabilities		168	50
	Number of All Students		1026	510
	Percent of Enrollment		99%	41%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	70	84%	42	88%	46	91%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	24	100%	0	0%	0	0%
Spanish	102	45%	147	46%	100	54%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	6	67%	3	#	14	7%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	75	71%	31	94%
Science	3	#	4	#	0	0%
Reading	0	0%	9	78%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	30	37%	1	#
U.S. Hist & Gov't	4	#	4	#	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	51	67%	11	82%	75	60%
Science	5	100%	2	#	0	0%
Reading	23	65%	0	0%	9	100%
Writing	28	61%	0	0%	0	0%
Global Studies	4	#	1	#	30	33%
U.S. Hist & Gov't	2	#	0	0%	11	55%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	127	166	216	24	1	45
Number Scoring 55–100	107	135	155	12	#	23
Number Scoring 65–100	84	86	93	6	#	9
Number Scoring 85–100	3	11	8	0	#	0
Percentage of Tested Scoring 55–100	84%	81%	72%	50%	#	51%
Percentage of Tested Scoring 65–100	66%	52%	43%	25%	#	20%
Percentage of Tested Scoring 85–100	2%	7%	4%	0%	#	0%
Mathematics A						
Number Tested	302	464	371	24	13	49
Number Scoring 55–100	123	108	93	3	2	3
Number Scoring 65–100	49	41	27	2	0	1
Number Scoring 85–100	4	0	1	1	0	0
Percentage of Tested Scoring 55–100	41%	23%	25%	12%	15%	6%
Percentage of Tested Scoring 65–100	16%	9%	7%	8%	0%	2%
Percentage of Tested Scoring 85–100	1%	0%	0%	4%	0%	0%
Mathematics B (first administered June 2001)						
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	204	170	293	29	0	52
Number Scoring 55–100	187	90	201	20	0	20
Number Scoring 65–100	142	54	167	11	0	15
Number Scoring 85–100	10	2	12	0	0	0
Percentage of Tested Scoring 55–100	92%	53%	69%	69%	0%	38%
Percentage of Tested Scoring 65–100	70%	32%	57%	38%	0%	29%
Percentage of Tested Scoring 85–100	5%	1%	4%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	105	186	131	8	4	19
Number Scoring 55–100	92	151	110	6	#	13
Number Scoring 65–100	54	92	96	1	#	10
Number Scoring 85–100	4	1	6	0	#	1
Percentage of Tested Scoring 55–100	88%	81%	84%	75%	#	68%
Percentage of Tested Scoring 65–100	51%	49%	73%	12%	#	53%
Percentage of Tested Scoring 85–100	4%	1%	5%	0%	#	5%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	182	264	279	27	1	70
Number Scoring 55–100	146	220	198	18	#	41
Number Scoring 65–100	110	193	125	7	#	21
Number Scoring 85–100	5	4	3	0	#	0
Percentage of Tested Scoring 55–100	80%	83%	71%	67%	#	59%
Percentage of Tested Scoring 65–100	60%	73%	45%	26%	#	30%
Percentage of Tested Scoring 85–100	3%	2%	1%	0%	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	133	173	255	15	5	56
Number Scoring 55–100	84	104	126	7	3	21
Number Scoring 65–100	46	60	68	3	1	8
Number Scoring 85–100	2	5	7	0	0	0
Percentage of Tested Scoring 55–100	63%	60%	49%	47%	60%	38%
Percentage of Tested Scoring 65–100	35%	35%	27%	20%	20%	14%
Percentage of Tested Scoring 85–100	2%	3%	3%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		68	119		0	8
Number Scoring 55–100		43	66		0	3
Number Scoring 65–100		19	27		0	3
Number Scoring 85–100		0	0		0	0
Percentage of Tested Scoring 55–100		63%	55%		0%	38%
Percentage of Tested Scoring 65–100		28%	23%		0%	38%
Percentage of Tested Scoring 85–100		0%	0%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	27	15	31	0	0	0
Number Scoring 55–100	27	15	31	0	0	0
Number Scoring 65–100	27	15	31	0	0	0
Number Scoring 85–100	3	3	2	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	11%	20%	6%	0%	0%	0%
Comprehensive Italian						
Number Tested	4	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 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 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	47	32	76	0	1	7
Number Scoring 55–100	44	31	59	0	#	5
Number Scoring 65–100	41	26	51	0	#	4
Number Scoring 85–100	13	1	12	0	#	2
Percentage of Tested Scoring 55–100	94%	97%	78%	0%	#	71%
Percentage of Tested Scoring 65–100	87%	81%	67%	0%	#	57%
Percentage of Tested Scoring 85–100	28%	3%	16%	0%	#	29%
Comprehensive Latin						
Number Tested	27	0	0	0	0	0
Number Scoring 55–100	26	0	0	0	0	0
Number Scoring 65–100	19	0	0	0	0	0
Number Scoring 85–100	2	0	0	0	0	0
Percentage of Tested Scoring 55–100	96%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	70%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	7%	0%	0%	0%	0%	0%

(Form – H)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	151	99%	64	86%	61	66%
Students with Disabilities	66	62%	3	#	22	41%

On school reports, 2000–2001 and 2001–2002 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 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	118	118	118	45	45	45	163	163	163
Number Scoring 55–64	22	32	33	5	8	7	27	40	40
Number Scoring 65–84	60	63	71	6	9	13	66	72	84
Number Scoring 85–100	5	1	2	0	0	0	5	1	2
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)