

# New York State School Report Card Comprehensive Information Report

BEDS Code: 18-03-00-01-0006

Grade Range : 9-12

Name: Batavia High School

Principal: Pamela J. Buresch

## 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	221	244	229
Tenth	219	189	223
Eleventh	202	215	193
Twelfth	202	175	201
Ungraded Secondary	45	0	0
Total K-12 Enrollment	889	823	846

## 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	5	0.6%	9	1.1%	10	1.2%
Black (Not Hispanic)	67	7.5%	60	7.3%	63	7.4%
Hispanic	14	1.6%	9	1.1%	9	1.1%
White (Not Hispanic)	803	90.3%	745	90.5%	764	90.3%

## 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	23	20	20
Mathematics Grade 10	24	19	24
Science Grade 10	22	23	19
Social Studies Grade 10	22	18	19

(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
43	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 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	4	0.4%	7	0.9%	3	0.4%
Eligible for Free Lunch	132	14.8%	123	14.9%	133	15.7%

### 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		94.3%		92.2%		93.8%
Student Suspensions	86	9.9%	168	18.9%	87	10.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.1%	9.0%	7.3%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	99%	91%	96%

### Staff Counts

Staff	2002–2003
Total Teachers	67
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

\*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	156	79	51%	137	82	60%	167	111	66%
Students with Disabilities	14	0	0%	14	5	36%	14	5	36%
All Students	170	79	46%	151	87	58%	181	116	64%

\*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	75	90	0	6	7	3
Percent	41%	50%	0%	3%	4%	2%

## 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)
14	5	7	21

\*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			21		24	
	Entered GED Program*			55		23	
	Total Noncompleters			76		47	
Students with Disabilities	Dropped Out			4		7	
	Entered GED Program*			6		7	
	Total Noncompleters			10		14	
All Students	Dropped Out	26	2.9%	25	3.0%	31	3.7%
	Entered GED Program*	15	1.7%	61	7.4%	30	3.5%
	Total Noncompleters	41	4.6%	86	10.5%	61	7.2%

\*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)

# 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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	2000-2001		2001-2002		2002-2003	
	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%

(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	3	#	3	#	5	100%
Science	6	83%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	8	88%	0	0%	1	#
U.S. Hist & Gov't	14	79%	0	0%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	92%	8	62%	17	88%
Science	4	#	3	#	3	#
Reading	1	#	1	#	2	#
Writing	1	#	0	0%	4	#
Global Studies	5	60%	1	#	9	67%
U.S. Hist & Gov't	4	#	0	0%	6	67%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	190	192	188	12	20	25
Number Scoring 55–100	178	180	177	11	17	21
Number Scoring 65–100	159	172	168	10	15	17
Number Scoring 85–100	17	60	70	0	2	1
Percentage of Tested Scoring 55–100	94%	94%	94%	92%	85%	84%
Percentage of Tested Scoring 65–100	84%	90%	89%	83%	75%	68%
Percentage of Tested Scoring 85–100	9%	31%	37%	0%	10%	4%
<b>Mathematics A</b>						
Number Tested	0	44	221	0	1	21
Number Scoring 55–100	0	39	178	0	#	11
Number Scoring 65–100	0	38	148	0	#	6
Number Scoring 85–100	0	23	20	0	#	0
Percentage of Tested Scoring 55–100	0%	89%	81%	0%	#	52%
Percentage of Tested Scoring 65–100	0%	86%	67%	0%	#	29%
Percentage of Tested Scoring 85–100	0%	52%	9%	0%	#	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	18	0	0	1
Number Scoring 55–100	0	0	18	0	0	#
Number Scoring 65–100	0	0	15	0	0	#
Number Scoring 85–100	0	0	5	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	83%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	28%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	227	169	189	29	22	18
Number Scoring 55–100	219	163	171	28	19	12
Number Scoring 65–100	197	158	161	25	19	11
Number Scoring 85–100	84	54	80	4	1	2
Percentage of Tested Scoring 55–100	96%	96%	90%	97%	86%	67%
Percentage of Tested Scoring 65–100	87%	93%	85%	86%	86%	61%
Percentage of Tested Scoring 85–100	37%	32%	42%	14%	5%	11%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	172	190	188	13	19	24
Number Scoring 55–100	158	182	181	10	17	21
Number Scoring 65–100	145	163	173	10	15	19
Number Scoring 85–100	87	50	79	5	2	7
Percentage of Tested Scoring 55–100	92%	96%	96%	77%	89%	88%
Percentage of Tested Scoring 65–100	84%	86%	92%	77%	79%	79%
Percentage of Tested Scoring 85–100	51%	26%	42%	38%	11%	29%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	179	142	186	12	23	12
Number Scoring 55–100	178	140	171	12	23	7
Number Scoring 65–100	177	136	165	12	21	6
Number Scoring 85–100	59	47	50	3	7	1
Percentage of Tested Scoring 55–100	99%	99%	92%	100%	100%	58%
Percentage of Tested Scoring 65–100	99%	96%	89%	100%	91%	50%
Percentage of Tested Scoring 85–100	33%	33%	27%	25%	30%	8%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	168	182	200	32	18	27
Number Scoring 55–100	139	167	160	28	15	20
Number Scoring 65–100	122	155	138	26	13	16
Number Scoring 85–100	41	72	57	10	4	3
Percentage of Tested Scoring 55–100	83%	92%	80%	88%	83%	74%
Percentage of Tested Scoring 65–100	73%	85%	69%	81%	72%	59%
Percentage of Tested Scoring 85–100	24%	40%	28%	31%	22%	11%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		133	118		5	11
Number Scoring 55–100		128	104		5	8
Number Scoring 65–100		101	65		3	3
Number Scoring 85–100		23	13		0	1
Percentage of Tested Scoring 55–100		96%	88%		100%	73%
Percentage of Tested Scoring 65–100		76%	55%		60%	27%
Percentage of Tested Scoring 85–100		17%	11%		0%	9%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	13	21	25	0	1	1
Number Scoring 55–100	13	21	25	0	#	#
Number Scoring 65–100	13	21	25	0	#	#
Number Scoring 85–100	5	7	15	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	38%	33%	60%	0%	#	#
<b>Comprehensive Italian</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%
<b>Comprehensive German</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%
<b>Comprehensive Hebrew</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%
<b>Comprehensive Spanish</b>						
Number Tested	106	137	105	3	6	3
Number Scoring 55–100	102	136	100	#	6	#
Number Scoring 65–100	97	131	99	#	6	#
Number Scoring 85–100	38	62	67	#	0	#
Percentage of Tested Scoring 55–100	96%	99%	95%	#	100%	#
Percentage of Tested Scoring 65–100	92%	96%	94%	#	100%	#
Percentage of Tested Scoring 85–100	36%	45%	64%	#	0%	#
<b>Comprehensive Latin</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%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	211	136	47	13	17	8
Number Scoring 55–100	166	89	29	8	13	3
Number Scoring 65–100	145	72	19	8	9	2
Number Scoring 85–100	48	7	2	0	1	0
Percentage of Tested Scoring 55–100	79%	65%	62%	62%	76%	38%
Percentage of Tested Scoring 65–100	69%	53%	40%	62%	53%	25%
Percentage of Tested Scoring 85–100	23%	5%	4%	0%	6%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	122	152	95	1	8	7
Number Scoring 55–100	99	122	59	#	7	4
Number Scoring 65–100	77	104	45	#	6	3
Number Scoring 85–100	36	39	8	#	1	1
Percentage of Tested Scoring 55–100	81%	80%	62%	#	88%	57%
Percentage of Tested Scoring 65–100	63%	68%	47%	#	75%	43%
Percentage of Tested Scoring 85–100	30%	26%	8%	#	12%	14%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	58	88%	27	96%	49	90%
Students with Disabilities	23	43%	7	100%	11	73%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	164	164	164	21	21	21	185	185	185
Number Scoring 55–64	8	10	5	0	2	1	8	12	6
Number Scoring 65–84	77	102	88	13	12	13	90	114	101
Number Scoring 85–100	78	48	68	3	2	2	81	50	70
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)