

New York State School Report Card Comprehensive Information Report

BEDS Code: 49-12-00-01-0007

Grade Range : 9-12

Name: Rensselaer High School

Principal: Michael Dawkins

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	78	0	0
Ungraded Elementary	0	0	0
Seventh	91	0	0
Eighth	79	0	0
Ninth	103	91	93
Tenth	70	86	72
Eleventh	60	59	57
Twelfth	44	64	64
Ungraded Secondary	0	0	0
Total K-12 Enrollment	525	300	286

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	6	1.1%	3	1.0%	3	1.0%
Black (Not Hispanic)	64	12.2%	37	12.3%	35	12.2%
Hispanic	9	1.7%	6	2.0%	5	1.7%
White (Not Hispanic)	446	85.0%	254	84.7%	243	85.0%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	0	0
Mathematics Grade 8	13	0	0
Science Grade 8	18	0	0
Social Studies Grade 8	16	0	0
English Grade 10	24	0	17
Mathematics Grade 10	0	19	18
Science Grade 10	12	14	0
Social Studies Grade 10	21	14	20

(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
45	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 higher 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	3	0.6%	5	1.7%	1	0.4%
Eligible for Free Lunch	197	37.5%	93	31.0%	109	38.1%

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		92.9%		93.0%		93.8%
Student Suspensions	38	7.0%	43	8.2%	57	19.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.6%	11.3%	11.9%
Public Assistance	11-20%	41-50%	51-60%
Student Stability	100%	97%	100%

Staff Counts

Staff	2002–2003
Total Teachers	27
Total Other Professional Staff	2
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	33	18	55%	46	28	61%	51	21	41%
Students with Disabilities	4	1	25%	8	0	0%	4	0	0%
All Students	37	19	51%	54	28	52%	55	21	38%

*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	9	35	2	4	5	0
Percent	16%	64%	4%	7%	9%	0%

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)
4	0	4	8

*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			5		4	
	Entered GED Program*			7		1	
	Total Noncompleters			12		5	
Students with Disabilities	Dropped Out			3		4	
	Entered GED Program*			1		2	
	Total Noncompleters			4		6	
All Students	Dropped Out	0	0.0%	8	2.7%	8	2.8%
	Entered GED Program*	0	0.0%	8	2.7%	3	1.0%
	Total Noncompleters	0	0.0%	16	5.3%	11	3.8%

*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	222
	Number of Students with Disabilities		0	64
	Number of All Students		0	286
	Percent of Enrollment		0%	100%

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	56	61%	63	60%	59	73%

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%	2	#	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	0	0%	2	#	0	0%
Science	0	0%	2	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	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
Mathematics	18	89%	6	83%	4	#
Science	7	100%	8	62%	1	#
Reading	6	83%	2	#	6	100%
Writing	6	50%	4	#	2	#
Global Studies	1	#	3	#	3	#
U.S. Hist & Gov't	0	0%	3	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	55	63	55	7	5	10
Number Scoring 55–100	53	58	43	6	3	3
Number Scoring 65–100	38	42	40	2	1	3
Number Scoring 85–100	6	4	15	0	0	0
Percentage of Tested Scoring 55–100	96%	92%	78%	86%	60%	30%
Percentage of Tested Scoring 65–100	69%	67%	73%	29%	20%	30%
Percentage of Tested Scoring 85–100	11%	6%	27%	0%	0%	0%
Mathematics A						
Number Tested	0	23	61	0	0	8
Number Scoring 55–100	0	16	47	0	0	2
Number Scoring 65–100	0	14	36	0	0	1
Number Scoring 85–100	0	5	5	0	0	0
Percentage of Tested Scoring 55–100	0%	70%	77%	0%	0%	25%
Percentage of Tested Scoring 65–100	0%	61%	59%	0%	0%	12%
Percentage of Tested Scoring 85–100	0%	22%	8%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	13	0	0	0
Number Scoring 55–100	0	0	10	0	0	0
Number Scoring 65–100	0	0	7	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	77%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	54%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	82	67	62	9	13	6
Number Scoring 55–100	79	59	57	8	11	5
Number Scoring 65–100	61	49	56	7	8	5
Number Scoring 85–100	10	16	21	1	0	0
Percentage of Tested Scoring 55–100	96%	88%	92%	89%	85%	83%
Percentage of Tested Scoring 65–100	74%	73%	90%	78%	62%	83%
Percentage of Tested Scoring 85–100	12%	24%	34%	11%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	55	72	49	7	9	9
Number Scoring 55–100	53	65	44	6	5	7
Number Scoring 65–100	51	62	41	6	4	6
Number Scoring 85–100	17	13	9	2	0	0
Percentage of Tested Scoring 55–100	96%	90%	90%	86%	56%	78%
Percentage of Tested Scoring 65–100	93%	86%	84%	86%	44%	67%
Percentage of Tested Scoring 85–100	31%	18%	18%	29%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	106	53	68	13	6	8
Number Scoring 55–100	100	53	63	10	6	8
Number Scoring 65–100	83	51	49	5	6	3
Number Scoring 85–100	10	17	5	0	0	0
Percentage of Tested Scoring 55–100	94%	100%	93%	77%	100%	100%
Percentage of Tested Scoring 65–100	78%	96%	72%	38%	100%	38%
Percentage of Tested Scoring 85–100	9%	32%	7%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	15	15	49	2	1	3
Number Scoring 55–100	14	14	47	#	#	#
Number Scoring 65–100	14	14	44	#	#	#
Number Scoring 85–100	0	2	9	#	#	#
Percentage of Tested Scoring 55–100	93%	93%	96%	#	#	#
Percentage of Tested Scoring 65–100	93%	93%	90%	#	#	#
Percentage of Tested Scoring 85–100	0%	13%	18%	#	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		49	19		0	0
Number Scoring 55–100		48	18		0	0
Number Scoring 65–100		43	12		0	0
Number Scoring 85–100		2	0		0	0
Percentage of Tested Scoring 55–100		98%	95%		0%	0%
Percentage of Tested Scoring 65–100		88%	63%		0%	0%
Percentage of Tested Scoring 85–100		4%	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	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 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	31	34	33	0	0	0
Number Scoring 55–100	31	34	32	0	0	0
Number Scoring 65–100	30	32	31	0	0	0
Number Scoring 85–100	11	16	17	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	94%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	35%	47%	52%	0%	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 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
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	36	37	4	2	0	0
Number Scoring 55–100	23	34	#	#	0	0
Number Scoring 65–100	18	31	#	#	0	0
Number Scoring 85–100	1	4	#	#	0	0
Percentage of Tested Scoring 55–100	64%	92%	#	#	0%	0%
Percentage of Tested Scoring 65–100	50%	84%	#	#	0%	0%
Percentage of Tested Scoring 85–100	3%	11%	#	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	25	26	20	0	1	0
Number Scoring 55–100	21	25	13	0	#	0
Number Scoring 65–100	21	23	9	0	#	0
Number Scoring 85–100	8	8	1	0	#	0
Percentage of Tested Scoring 55–100	84%	96%	65%	0%	#	0%
Percentage of Tested Scoring 65–100	84%	88%	45%	0%	#	0%
Percentage of Tested Scoring 85–100	32%	31%	5%	0%	#	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	12	100%	6	100%	0	0%
Students with Disabilities	14	86%	12	92%	0	0%

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	54	54	54	10	10	10	64	64	64
Number Scoring 55–64	12	3	9	3	1	5	15	4	14
Number Scoring 65–84	33	39	38	4	4	3	37	43	41
Number Scoring 85–100	8	9	7	0	0	0	8	9	7
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)