

# New York State School Report Card Comprehensive Information Report

BEDS Code: 66-23-00-01-0038

Grade Range : 9-12

Name: Lincoln High School

Principal: Ivan Topper

## 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	265	272	608
Tenth	409	359	305
Eleventh	215	225	181
Twelfth	214	142	159
Ungraded Secondary	233	237	230
Total K-12 Enrollment	1336	1235	1483

## 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	52	3.9%	45	3.6%	58	3.9%
Black (Not Hispanic)	521	39.0%	479	38.8%	596	40.2%
Hispanic	529	39.6%	510	41.3%	623	42.0%
White (Not Hispanic)	234	17.5%	201	16.3%	206	13.9%

## 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	25	24	26
Mathematics Grade 10	25	20	26
Science Grade 10	20	8	28
Social Studies Grade 10	23	21	28

(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
42	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 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	95	7.1%	86	7.0%	133	9.0%
Eligible for Free Lunch	850	63.6%	841	68.1%	1016	68.5%

### 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		80.5%		81.9%		84.5%
Student Suspensions	221	14.7%	161	12.1%	208	16.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.5%	3.8%	4.2%
Public Assistance	61-70%	71-80%	71-80%
Student Stability	92%	85%	90%

### Staff Counts

Staff	2002–2003
Total Teachers	108
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	5
Teachers with Temporary Licenses	1

\*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	174	19	11%	93	7	8%	123	8	7%
Students with Disabilities	8	0	0%	16	0	0%	16	1	6%
All Students	182	19	10%	109	7	6%	139	9	6%

\*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	72	40	4	4	8	11
Percent	52%	29%	3%	3%	6%	8%

## 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)
16	1	13	29

\*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			19		28	
	Entered GED Program*			95		85	
	Total Noncompleters			114		113	
Students with Disabilities	Dropped Out			6		7	
	Entered GED Program*			20		32	
	Total Noncompleters			26		39	
All Students	Dropped Out	28	2.1%	25	2.0%	35	2.4%
	Entered GED Program*	86	6.4%	115	9.3%	117	7.9%
	Total Noncompleters	114	8.5%	140	11.3%	152	10.2%

\*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	240
	Number of Students with Disabilities		0	10
	Number of All Students		0	250
	Percent of Enrollment		0%	17%

## 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	0	0%	3	#	8	75%
Science	0	0%	29	66%	6	83%
Reading	0	0%	1	#	2	#
Writing	0	0%	1	#	2	#
Global Studies	0	0%	9	33%	2	#
U.S. Hist & Gov't	0	0%	9	33%	3	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	36	61%	49	51%
Science	0	0%	47	51%	69	22%
Reading	0	0%	12	75%	37	49%
Writing	0	0%	4	#	32	66%
Global Studies	0	0%	38	55%	36	22%
U.S. Hist & Gov't	0	0%	19	79%	21	52%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	162	197	253	15	12	32
Number Scoring 55–100	117	158	167	2	7	5
Number Scoring 65–100	58	103	119	1	2	5
Number Scoring 85–100	1	12	27	0	0	1
Percentage of Tested Scoring 55–100	72%	80%	66%	13%	58%	16%
Percentage of Tested Scoring 65–100	36%	52%	47%	7%	17%	16%
Percentage of Tested Scoring 85–100	1%	6%	11%	0%	0%	3%
<b>Mathematics A</b>						
Number Tested	87	164	392	26	8	41
Number Scoring 55–100	15	68	150	0	4	3
Number Scoring 65–100	6	39	83	0	4	1
Number Scoring 85–100	1	3	4	0	0	0
Percentage of Tested Scoring 55–100	17%	41%	38%	0%	50%	7%
Percentage of Tested Scoring 65–100	7%	24%	21%	0%	50%	2%
Percentage of Tested Scoring 85–100	1%	2%	1%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	240	202	304	19	28	33
Number Scoring 55–100	180	122	166	4	8	7
Number Scoring 65–100	132	71	115	2	3	4
Number Scoring 85–100	6	2	7	0	0	0
Percentage of Tested Scoring 55–100	75%	60%	55%	21%	29%	21%
Percentage of Tested Scoring 65–100	55%	35%	38%	11%	11%	12%
Percentage of Tested Scoring 85–100	3%	1%	2%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	134	200	206	5	17	20
Number Scoring 55–100	90	144	144	0	6	5
Number Scoring 65–100	52	74	93	0	2	5
Number Scoring 85–100	10	9	12	0	0	1
Percentage of Tested Scoring 55–100	67%	72%	70%	0%	35%	25%
Percentage of Tested Scoring 65–100	39%	37%	45%	0%	12%	25%
Percentage of Tested Scoring 85–100	7%	4%	6%	0%	0%	5%

(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	193	272	544	0	25	71
Number Scoring 55–100	122	215	244	0	16	7
Number Scoring 65–100	75	148	166	0	7	4
Number Scoring 85–100	2	8	11	0	0	0
Percentage of Tested Scoring 55–100	63%	79%	45%	0%	64%	10%
Percentage of Tested Scoring 65–100	39%	54%	31%	0%	28%	6%
Percentage of Tested Scoring 85–100	1%	3%	2%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	42	6	1	0	2	0
Number Scoring 55–100	18	0	#	0	#	0
Number Scoring 65–100	13	0	#	0	#	0
Number Scoring 85–100	0	0	#	0	#	0
Percentage of Tested Scoring 55–100	43%	0%	#	0%	#	0%
Percentage of Tested Scoring 65–100	31%	0%	#	0%	#	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		106	152		3	3
Number Scoring 55–100		35	47		#	#
Number Scoring 65–100		20	17		#	#
Number Scoring 85–100		1	1		#	#
Percentage of Tested Scoring 55–100		33%	31%		#	#
Percentage of Tested Scoring 65–100		19%	11%		#	#
Percentage of Tested Scoring 85–100		1%	1%		#	#
<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	6	11	0	0	0	0
Number Scoring 55–100	6	7	0	0	0	0
Number Scoring 65–100	2	4	0	0	0	0
Number Scoring 85–100	1	0	0	0	0	0
Percentage of Tested Scoring 55–100	100%	64%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	33%	36%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	17%	0%	0%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	5	3	0	0	0	0
Number Scoring 55–100	5	#	0	0	0	0
Number Scoring 65–100	5	#	0	0	0	0
Number Scoring 85–100	2	#	0	0	0	0
Percentage of Tested Scoring 55–100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	#	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	55	66	18	0	0	0
Number Scoring 55–100	52	61	17	0	0	0
Number Scoring 65–100	50	58	17	0	0	0
Number Scoring 85–100	28	35	12	0	0	0
Percentage of Tested Scoring 55–100	95%	92%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	88%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	51%	53%	67%	0%	0%	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	65	15	1	0	0	1
Number Scoring 55–100	43	13	#	0	0	#
Number Scoring 65–100	25	11	#	0	0	#
Number Scoring 85–100	4	1	#	0	0	#
Percentage of Tested Scoring 55–100	66%	87%	#	0%	0%	#
Percentage of Tested Scoring 65–100	38%	73%	#	0%	0%	#
Percentage of Tested Scoring 85–100	6%	7%	#	0%	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	23	20	3	0	0	1
Number Scoring 55–100	20	16	#	0	0	#
Number Scoring 65–100	19	15	#	0	0	#
Number Scoring 85–100	7	11	#	0	0	#
Percentage of Tested Scoring 55–100	87%	80%	#	0%	0%	#
Percentage of Tested Scoring 65–100	83%	75%	#	0%	0%	#
Percentage of Tested Scoring 85–100	30%	55%	#	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	83%	1	#	0	0%
Students with Disabilities	0	0%	0	0%	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
<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	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	162	162	162	22	22	22	184	184	184
Number Scoring 55–64	39	50	31	3	2	5	42	52	36
Number Scoring 65–84	86	61	85	1	2	1	87	63	86
Number Scoring 85–100	7	8	5	0	0	0	7	8	5
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)