662300-01-0037

The New York State School Report Card
for
Gorton High School
in
Yonkers City School District

An Overview of Academic Performance

February 2000

The University of the State of New York
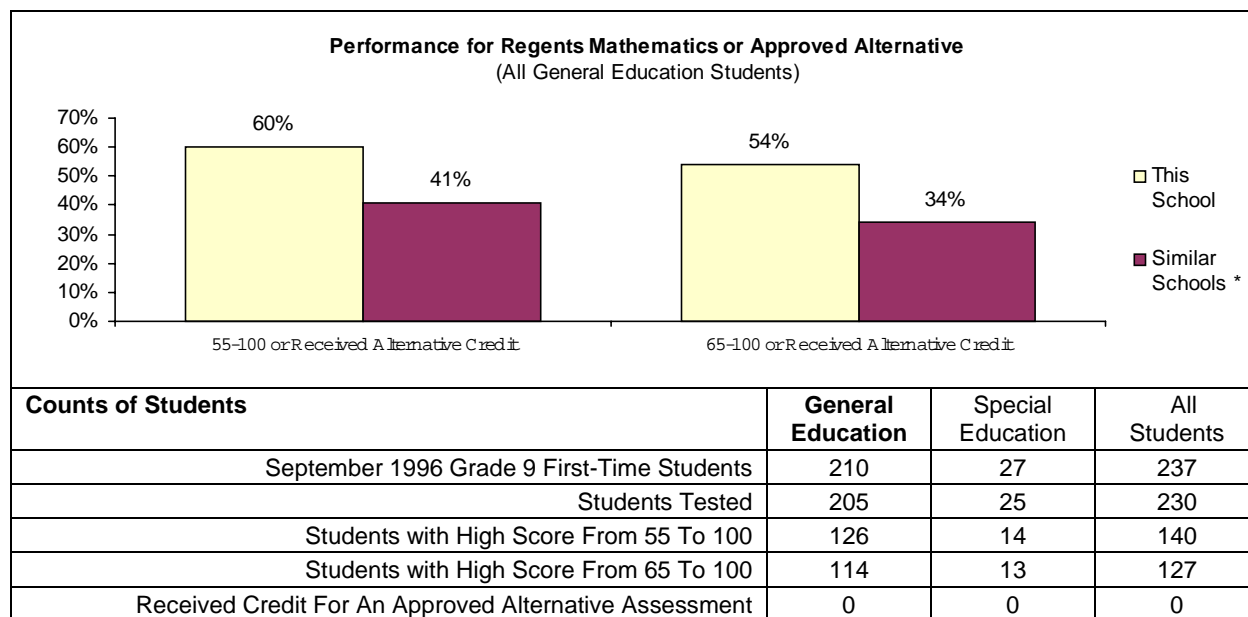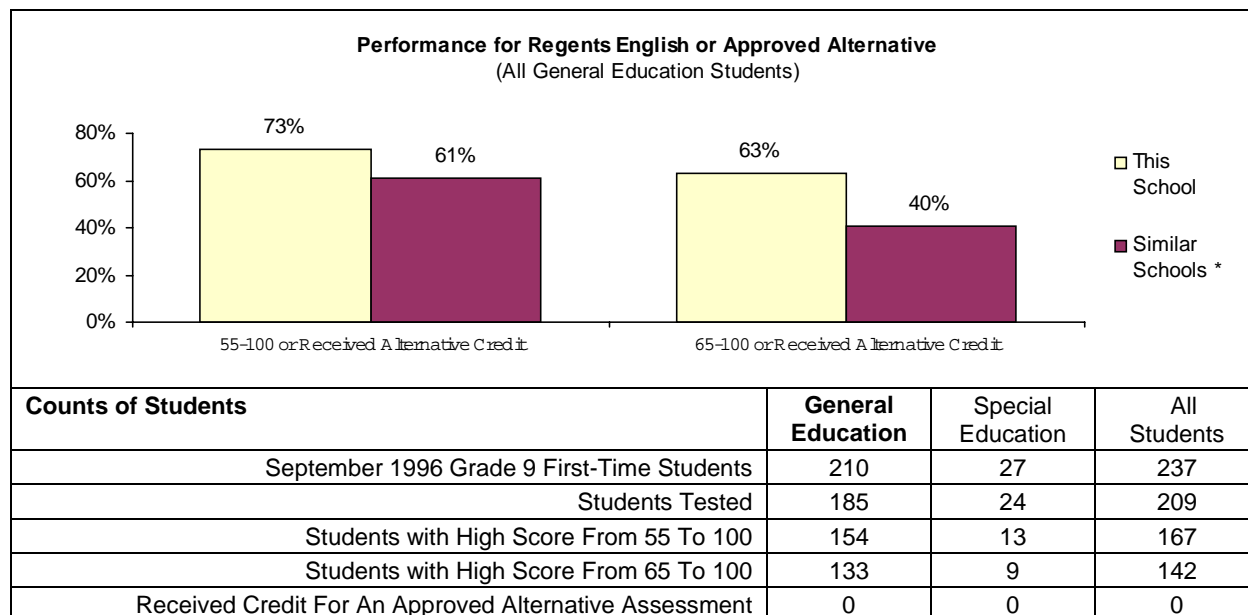**The State Education Department**

March 6, 2000

Please address all correspondence about this report that is not related to data corrections to:

School Report Card Coordinator
Information, Reporting, and Technology Services Team
Room 863 Education Building Annex
New York State Education Department
Albany, NY 12234

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Cohort Performance

This cohort includes all students enrolled in this school in June 1999 who first entered grade 9 in September 1996. General education students in this cohort must pass the Regents English examination to earn a high school diploma.[1] Special education students who do not pass the Regents English examination may meet this graduation requirement by passing the Regents Competency Tests in both reading and writing. Students in this cohort are not required to pass a Regents mathematics examination to earn a local diploma.

Performance for Regents English or Approved Alternative
(All General Education Students)

Counts of Students	General Education	Special Education	All Students
September 1996 Grade 9 First-Time Students	210	27	237
Students Tested	185	24	209
Students with High Score From 55 To 100	154	13	167
Students with High Score From 65 To 100	133	9	142
Received Credit For An Approved Alternative Assessment	0	0	0

Performance for Regents Mathematics or Approved Alternative
(All General Education Students)

Counts of Students	General Education	Special Education	All Students
September 1996 Grade 9 First-Time Students	210	27	237
Students Tested	205	25	230
Students with High Score From 55 To 100	126	14	140
Students with High Score From 65 To 100	114	13	127
Received Credit For An Approved Alternative Assessment	0	0	0

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* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the School Profile page of this report. Further explanation is available at http://www.emsc.nysed.gov/repcrd2000/similar.html.

[1] Students who score 55 to 64 may earn a local diploma with the approval of the local school board. Only the highest score of each student is counted, regardless of how many times or in which years the student may have taken the examination.

\# To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "General Education" category.
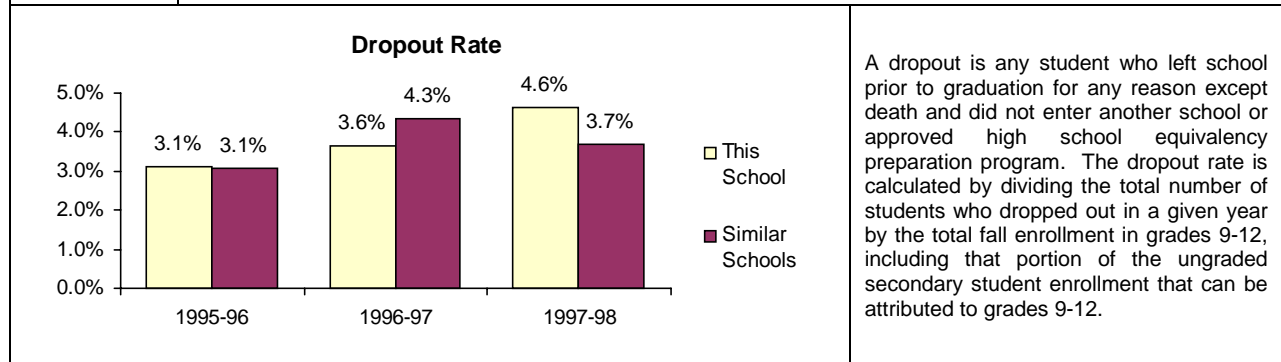
School Profile

Principal:	Mr. Louis Constantino	Phone:	(914)376-8350

Organization 1998-99	School Staff[1] (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
9-12	1,378	95	17	16

1997-98 School District-wide Total Expenditure per Pupil	$11,503

Student Enrollment

Grade Level	October 1998	Grade Level	October 1998
Pre-Kindergarten	0	Grade 7	0
Kindergarten	0	Grade 8	0
Grade 1	0	Grade 9	267
Grade 2	0	Grade 10	341
Grade 3	0	Grade 11	266
Grade 4	0	Grade 12	300
Grade 5	0	Ungraded Elementary with Disabilities	0
Grade 6	0	Ungraded Secondary with Disabilities	204

Student Demographics Used To Determine Similar School Groups	1996-97		1997-98		1998-99	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	94	6.7%	104	7.4%	97	7.0%
Eligible For Free Lunch	831	59.1%	754	53.9%	905	65.7%

Similar Schools Group	This school is in Similar Schools Group 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.

Dropout Rate

	This School	Similar Schools
1995-96	3.1%	3.1%
1996-97	3.6%	4.3%
1997-98	4.6%	3.7%

A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.

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[1] Some district-employed staff serve in more than one school. These shared people are not reported here.

School Accountability Measures

The Regents expect schools to meet or exceed 90 percent on each benchmark shown here. Regulations require school districts to develop and implement local assistance plans (LAP) to bring every public school up to these levels. These plans must include activities to improve the performance of all students, including students with disabilities. LAP for district public schools are available for public review at the district office.

All students continuously enrolled from October until the date of State testing at this school are included in these measures. Students with disabilities are included[1]. Also, schools with fewer than 20 students in a grade may combine results for three consecutive years to reduce the impact of small-population variability. Local school officials have this information.

English Language Arts Performance of Students in Grades 4 and 8 for 1998-99

	Continuously Enrolled Students Required To Take State ELA Tests		English Language Learners Reported Using Alternative Measure		Benchmark Percentage
	Tested (a)	At Or Above Level 2 In English Language Arts (b)	English Language Proficiency Below Effective Participation Level (c)	Making Satisfactory Progress (d)	(b+d)/(a+c)
Grade 4					NA
Grade 8					NA

Mathematics Performance of Students in Grades 4 and 8 for 1998-99

	Continuously Enrolled Students		Benchmark Percentage
	Tested (a)	At Or Above Level 2 In Math (b)	(b/a)
Grade 4			NA
Grade 8			NA

Demonstrated Competency of Students in Grade 11 for 1998-99

Competency Area	Grade 11 Enrollment June 1999 (a)	Regents Level (higher) (b)	RCT Level (lower) (c)	Benchmark Percentage[2] (b+c)/a
Reading	289	184	54	82%
Writing	289	184	53	82%
Mathematics	289	162	105	92%

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[1] All students with disabilities who are enrolled in this school are included in these measures along with general education students, regardless of classroom environment and level of special education services. These calculations match those used to identify the schools farthest from State standards [potential schools under registration review (SURR)] and Title I schools that are making adequate yearly progress.

[2] The State data system does not separate these Grade 11 results based on duration of enrollment. Some schools with high mobility grade 11 populations may not have their LAP status correctly identified in this report. These numbers are, however, indicative of performance in all schools.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a grade tested or enrolled. If fewer than five English language learners were reported (English Language Arts Performance table), the counts are replaced by the pound character (#).