

New York State School Report Card Comprehensive Information Report

BEDS Code : 26-16-00-01-0067
 Name : Joseph C. Wilson Magnet High School
 Principal: Marilynn Patterson Grant

Grade Range : 9-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
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	239	313	362
Tenth	278	226	265
Eleventh	232	207	194
Twelfth	187	187	176
Ungraded Secondary	104	138	133
Total K-12 Enrollment	1040	1071	1130

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	84	8.1%	77	7.2%	68	6.0%
Black (Not Hispanic)	653	62.8%	669	62.5%	740	65.5%
Hispanic	86	8.3%	99	9.2%	97	8.6%
White (Not Hispanic)	217	20.9%	226	21.1%	225	19.9%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
42	4.0%	48	4.5%	34	3.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	25
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	22	26
Mathematics Grade 10	24	22	22
Science Grade 10	25	22	25
Social Studies Grade 10	21	25	21

(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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		88.9%		88.9%		90.9%
Student Suspensions	199	17.9%	173	16.6%	178	16.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	1999–2000	2000–2001	2001–2002
Free Lunch	60.4%	31.8%	31.9%
Reduced Lunch	11.0%	8.4%	7.1%
Public Assistance	51-60%	51-60%	61-70%
Student Stability	94%	99%	95%

Staff Counts

Staff	2001–2002
Total Teachers	91
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching out of Certification*	13
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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	158	52	33%	175	64	37%	166	66	40%
Students with Disabilities	0	0	0%	12	3	25%	7	1	14%
All Students	158	52	33%	187	67	36%	173	67	39%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	85	50	3	5	14	16
Percent	49%	29%	2%	3%	8%	9%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
7	1	23	30

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					18	1.6%
	Entered GED Program*					29	2.6%
	Total Noncompleters					47	4.2%
Students with Disabilities	Dropped Out					11	1.0%
	Entered GED Program*					4	0.4%
	Total Noncompleters					15	1.3%
All Students	Dropped Out	35	3.4%	47	4.4%	29	2.6%
	Entered GED Program*	26	2.5%	31	2.9%	33	2.9%
	Total Noncompleters	61	5.9%	78	7.3%	62	5.5%

*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)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	0	0%	54	28%
Science	24	38%	9	33%	71	27%
Reading	0	0%	0	0%	25	52%
Writing	2	#	0	0%	30	33%
Global Studies	18	44%	2	#	27	37%
U.S. Hist & Gov't	9	78%	0	0%	6	67%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	35	37%	46	50%	9	22%
Science	36	28%	51	18%	9	11%
Reading	19	84%	11	45%	8	25%
Writing	17	29%	10	50%	12	33%
Global Studies	12	42%	9	56%	0	0%
U.S. Hist & Gov't	6	50%	6	50%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	228	264	217	16	6	0
Number Scoring 55–100	197	248	189	5	5	0
Number Scoring 65–100	123	204	142	1	2	0
Number Scoring 85–100	12	39	62	0	0	0
Percentage of Tested Scoring 55–100	86%	94%	87%	31%	83%	0%
Percentage of Tested Scoring 65–100	54%	77%	65%	6%	33%	0%
Percentage of Tested Scoring 85–100	5%	15%	29%	0%	0%	0%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	162	159	25	18	14	2
Number Scoring 55–100	85	91	15	3	4	#
Number Scoring 65–100	56	48	8	2	1	#
Number Scoring 85–100	14	5	2	1	0	#
Percentage of Tested Scoring 55–100	52%	57%	60%	17%	29%	#
Percentage of Tested Scoring 65–100	35%	30%	32%	11%	7%	#
Percentage of Tested Scoring 85–100	9%	3%	8%	6%	0%	#
Mathematics A						
Number Tested	0	0	43	0	0	1
Number Scoring 55–100	0	0	17	0	0	#
Number Scoring 65–100	0	0	9	0	0	#
Number Scoring 85–100	0	0	0	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	40%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	21%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	#
Global Studies (last administered January 2000)						
Number Tested	207			10		
Number Scoring 55–100	182			5		
Number Scoring 65–100	151			4		
Number Scoring 85–100	32			1		
Percentage of Tested Scoring 55–100	88%			50%		
Percentage of Tested Scoring 65–100	73%			40%		
Percentage of Tested Scoring 85–100	15%			10%		
Global History and Geography (first administered June 2000)						
Number Tested	0	187	266	0	2	0
Number Scoring 55–100	0	177	218	0	#	0
Number Scoring 65–100	0	161	171	0	#	0
Number Scoring 85–100	0	70	60	0	#	0
Percentage of Tested Scoring 55–100	0%	95%	82%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	86%	64%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	37%	23%	0%	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	223	0		12	0	
Number Scoring 55–100	210	0		9	0	
Number Scoring 65–100	165	0		4	0	
Number Scoring 85–100	43	0		0	0	
Percentage of Tested Scoring 55–100	94%	0%		75%	0%	
Percentage of Tested Scoring 65–100	74%	0%		33%	0%	
Percentage of Tested Scoring 85–100	19%	0%		0%	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		151	201		7	4
Number Scoring 55–100		128	175		4	#
Number Scoring 65–100		96	131		1	#
Number Scoring 85–100		29	38		1	#
Percentage of Tested Scoring 55–100		85%	87%		57%	#
Percentage of Tested Scoring 65–100		64%	65%		14%	#
Percentage of Tested Scoring 85–100		19%	19%		14%	#
Living Environment (first administered June 2001)						
Number Tested		0	236		0	0
Number Scoring 55–100		0	225		0	0
Number Scoring 65–100		0	187		0	0
Number Scoring 85–100		0	23		0	0
Percentage of Tested Scoring 55–100		0%	95%		0%	0%
Percentage of Tested Scoring 65–100		0%	79%		0%	0%
Percentage of Tested Scoring 85–100		0%	10%		0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		220	302		5	0
Number Scoring 55–100		157	254		3	0
Number Scoring 65–100		106	205		2	0
Number Scoring 85–100		17	42		1	0
Percentage of Tested Scoring 55–100		71%	84%		60%	0%
Percentage of Tested Scoring 65–100		48%	68%		40%	0%
Percentage of Tested Scoring 85–100		8%	14%		20%	0%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	266	287	245	187	246
2001	380	278	259	251	292
2002	389	294	205	191	270

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	42	44	34	14	34
2001	50	31	34	41	39
2002	2	2	2	15	5

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	246	292	270	34	39	5
Comprehensive French						
Number Tested	34	50	31	1	1	0
Number Scoring 55–100	31	48	27	#	#	0
Number Scoring 65–100	28	41	23	#	#	0
Number Scoring 85–100	11	10	5	#	#	0
Percentage of AGE Tested	14%	17%	11%	#	#	0%
Percentage of AGE Scoring 55–100	13%	16%	10%	#	#	0%
Percentage of AGE Scoring 65–100	11%	14%	9%	#	#	0%
Percentage of AGE Scoring 85–100	4%	3%	2%	#	#	0%
Percentage of Tested Scoring 65–100	82%	82%	74%	#	#	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	246	292	270	34	39	5
Comprehensive Spanish						
Number Tested	95	143	163	1	3	0
Number Scoring 55–100	83	129	156	#	#	0
Number Scoring 65–100	65	118	132	#	#	0
Number Scoring 85–100	16	60	69	#	#	0
Percentage of AGE Tested	39%	49%	60%	#	#	0%
Percentage of AGE Scoring 55–100	34%	44%	58%	#	#	0%
Percentage of AGE Scoring 65–100	26%	40%	49%	#	#	0%
Percentage of AGE Scoring 85–100	7%	21%	26%	#	#	0%
Percentage of Tested Scoring 65–100	68%	83%	81%	#	#	0%
Comprehensive Latin						
Number Tested	28	34	22	0	0	0
Number Scoring 55–100	27	34	22	0	0	0
Number Scoring 65–100	27	34	18	0	0	0
Number Scoring 85–100	15	15	5	0	0	0
Percentage of AGE Tested	11%	12%	8%	0%	0%	0%
Percentage of AGE Scoring 55–100	11%	12%	8%	0%	0%	0%
Percentage of AGE Scoring 65–100	11%	12%	7%	0%	0%	0%
Percentage of AGE Scoring 85–100	6%	5%	2%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	100%	82%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	246	292	270	34	39	5
Sequential Mathematics, Course II						
Number Tested	153	242	239	2	6	0
Number Scoring 55–100	90	177	150	#	3	0
Number Scoring 65–100	65	147	117	#	2	0
Number Scoring 85–100	11	69	50	#	0	0
Percentage of AGE Tested	62%	83%	89%	#	15%	0%
Percentage of AGE Scoring 55–100	37%	61%	56%	#	8%	0%
Percentage of AGE Scoring 65–100	26%	50%	43%	#	5%	0%
Percentage of AGE Scoring 85–100	4%	24%	19%	#	0%	0%
Percentage of Tested Scoring 65–100	42%	61%	49%	#	33%	0%
Sequential Mathematics, Course III						
Number Tested	141	152	159	2	0	0
Number Scoring 55–100	138	127	136	#	0	0
Number Scoring 65–100	122	111	121	#	0	0
Number Scoring 85–100	60	47	58	#	0	0
Percentage of AGE Tested	57%	52%	59%	#	0%	0%
Percentage of AGE Scoring 55–100	56%	43%	50%	#	0%	0%
Percentage of AGE Scoring 65–100	50%	38%	45%	#	0%	0%
Percentage of AGE Scoring 85–100	24%	16%	21%	#	0%	0%
Percentage of Tested Scoring 65–100	87%	73%	76%	#	0%	0%
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	246	292	270	34	39	5
Earth Science (last administered January 2001)						
Number Tested	164	0		4	0	
Number Scoring 55–100	120	0		#	0	
Number Scoring 65–100	68	0		#	0	
Number Scoring 85–100	2	0		#	0	
Percentage of AGE Tested	67%	0%		#	0%	
Percentage of AGE Scoring 55–100	49%	0%		#	0%	
Percentage of AGE Scoring 65–100	28%	0%		#	0%	
Percentage of AGE Scoring 85–100	1%	0%		#	0%	
Percentage of Tested Scoring 65–100	41%	0%		#	0%	
Biology (last administered January 2001)						
Number Tested	122	0		4	0	
Number Scoring 55–100	59	0		#	0	
Number Scoring 65–100	39	0		#	0	
Number Scoring 85–100	1	0		#	0	
Percentage of AGE Tested	50%	0%		#	0%	
Percentage of AGE Scoring 55–100	24%	0%		#	0%	
Percentage of AGE Scoring 65–100	16%	0%		#	0%	
Percentage of AGE Scoring 85–100	0%	0%		#	0%	
Percentage of Tested Scoring 65–100	32%	0%		#	0%	
Chemistry (last administered January 2002)						
Number Tested	217	166	33	3	0	0
Number Scoring 55–100	140	113	18	#	0	0
Number Scoring 65–100	68	58	4	#	0	0
Number Scoring 85–100	7	10	0	#	0	0
Percentage of AGE Tested	88%	57%	12%	#	0%	0%
Percentage of AGE Scoring 55–100	57%	39%	7%	#	0%	0%
Percentage of AGE Scoring 65–100	28%	20%	1%	#	0%	0%
Percentage of AGE Scoring 85–100	3%	3%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	31%	35%	12%	#	0%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	246	292	270	34	39	5
Physics (last administered January 2002)						
Number Tested	70	228	21	0	2	0
Number Scoring 55–100	67	197	10	0	#	0
Number Scoring 65–100	54	131	3	0	#	0
Number Scoring 85–100	8	22	0	0	#	0
Percentage of AGE Tested	28%	78%	8%	0%	#	0%
Percentage of AGE Scoring 55–100	27%	67%	4%	0%	#	0%
Percentage of AGE Scoring 65–100	22%	45%	1%	0%	#	0%
Percentage of AGE Scoring 85–100	3%	8%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	77%	57%	14%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			161			0
Number Scoring 55–100			135			0
Number Scoring 65–100			76			0
Number Scoring 85–100			6			0
Percentage of AGE Tested			60%			0%
Percentage of AGE Scoring 55–100			50%			0%
Percentage of AGE Scoring 65–100			28%			0%
Percentage of AGE Scoring 85–100			2%			0%
Percentage of Tested Scoring 65–100			47%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			153			0
Number Scoring 55–100			81			0
Number Scoring 65–100			42			0
Number Scoring 85–100			8			0
Percentage of AGE Tested			57%			0%
Percentage of AGE Scoring 55–100			30%			0%
Percentage of AGE Scoring 65–100			16%			0%
Percentage of AGE Scoring 85–100			3%			0%
Percentage of Tested Scoring 65–100			27%			0%

(Form – M)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	192	192	17	17	209	209
Number Scoring 55–64	24	29	0	1	24	30
Number Scoring 65–84	106	76	1	0	107	76
Number Scoring 85–100	51	31	1	2	52	33
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	199	4	203
Number Scoring 55–64	#	#	21
Number Scoring 65–84	#	#	102
Number Scoring 85–100	#	#	32
Approved Alternatives	#	#	0

(Form – O)