

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0128
 Name: Leonardo Da Vinci High School
 Principal: Patricia Preston

Grade Range : 9-12

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	88	103	63
Tenth	90	89	95
Eleventh	68	89	84
Twelfth	42	63	86
Ungraded Secondary	14	0	0
Total K-12 Enrollment	302	344	328

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	2.0%	7	2.0%	6	1.8%
Black (Not Hispanic)	146	48.3%	153	44.5%	151	46.0%
Hispanic	31	10.3%	34	9.9%	25	7.6%
White (Not Hispanic)	119	39.4%	150	43.6%	146	44.5%

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	17	18	23
Mathematics Grade 10	0	0	0
Science Grade 10	21	20	25
Social Studies Grade 10	18	17	22

(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).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	9	3.0%	5	1.5%	2	0.6%
Eligible for Free Lunch	201	66.6%	124	36.0%	99	30.2%

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		91.8%		94.9%		93.6%
Student Suspensions	15	5.1%	14	4.6%	19	5.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	24.4%	16.2%
Public Assistance	1-10%	61-70%	61-70%
Student Stability	100%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	25
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	NA
Teachers with Temporary Licenses	NA

*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	39	20	51%	58	19	33%	77	43	56%
Students with Disabilities	1	0	0%	4	0	0%	1	0	0%
All Students	40	20	50%	62	19	31%	78	43	55%

*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	49	27	0	2	0	0
Percent	63%	35%	0%	3%	0%	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)
1	0	1	2

*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			4		2	
	Entered GED Program*			2		0	
	Total Noncompleters			6		2	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	0	0.0%	5	1.5%	2	0.6%
	Entered GED Program*	5	1.7%	2	0.6%	0	0.0%
	Total Noncompleters	5	1.7%	7	2.0%	2	0.6%

*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	11	73%	11	82%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	37	86%	46	78%	20	75%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	3	#	1	#	5	40%

(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%	9	89%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	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	1	#	1	#	5	100%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	73	80	92	3	0	11
Number Scoring 55–100	73	75	88	#	0	8
Number Scoring 65–100	68	65	75	#	0	5
Number Scoring 85–100	8	24	13	#	0	0
Percentage of Tested Scoring 55–100	100%	94%	96%	#	0%	73%
Percentage of Tested Scoring 65–100	93%	81%	82%	#	0%	45%
Percentage of Tested Scoring 85–100	11%	30%	14%	#	0%	0%
Mathematics A						
Number Tested	119	116	134	4	1	11
Number Scoring 55–100	95	74	98	#	#	2
Number Scoring 65–100	52	44	63	#	#	1
Number Scoring 85–100	2	3	3	#	#	0
Percentage of Tested Scoring 55–100	80%	64%	73%	#	#	18%
Percentage of Tested Scoring 65–100	44%	38%	47%	#	#	9%
Percentage of Tested Scoring 85–100	2%	3%	2%	#	#	0%
Mathematics B (first administered June 2001)						
Number Tested	5	7	25	0	0	0
Number Scoring 55–100	2	5	21	0	0	0
Number Scoring 65–100	2	3	18	0	0	0
Number Scoring 85–100	0	1	2	0	0	0
Percentage of Tested Scoring 55–100	40%	71%	84%	0%	0%	0%
Percentage of Tested Scoring 65–100	40%	43%	72%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	14%	8%	0%	0%	0%
Global History and Geography						
Number Tested	95	84	106	7	0	4
Number Scoring 55–100	92	77	101	5	0	#
Number Scoring 65–100	86	70	98	3	0	#
Number Scoring 85–100	27	12	28	0	0	#
Percentage of Tested Scoring 55–100	97%	92%	95%	71%	0%	#
Percentage of Tested Scoring 65–100	91%	83%	92%	43%	0%	#
Percentage of Tested Scoring 85–100	28%	14%	26%	0%	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	67	94	84	3	0	8
Number Scoring 55–100	63	89	83	#	0	7
Number Scoring 65–100	50	83	77	#	0	5
Number Scoring 85–100	18	23	28	#	0	2
Percentage of Tested Scoring 55–100	94%	95%	99%	#	0%	88%
Percentage of Tested Scoring 65–100	75%	88%	92%	#	0%	62%
Percentage of Tested Scoring 85–100	27%	24%	33%	#	0%	25%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	108	101	65	18	0	5
Number Scoring 55–100	102	100	64	15	0	4
Number Scoring 65–100	86	97	64	11	0	4
Number Scoring 85–100	12	11	11	0	0	2
Percentage of Tested Scoring 55–100	94%	99%	98%	83%	0%	80%
Percentage of Tested Scoring 65–100	80%	96%	98%	61%	0%	80%
Percentage of Tested Scoring 85–100	11%	11%	17%	0%	0%	40%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	83	97	108	1	2	11
Number Scoring 55–100	74	90	97	#	#	7
Number Scoring 65–100	61	73	83	#	#	2
Number Scoring 85–100	10	14	19	#	#	0
Percentage of Tested Scoring 55–100	89%	93%	90%	#	#	64%
Percentage of Tested Scoring 65–100	73%	75%	77%	#	#	18%
Percentage of Tested Scoring 85–100	12%	14%	18%	#	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		80	104		1	8
Number Scoring 55–100		63	81		#	4
Number Scoring 65–100		28	37		#	0
Number Scoring 85–100		1	3		#	0
Percentage of Tested Scoring 55–100		79%	78%		#	50%
Percentage of Tested Scoring 65–100		35%	36%		#	0%
Percentage of Tested Scoring 85–100		1%	3%		#	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	18	4	0	0	0	0
Number Scoring 55–100	18	#	0	0	0	0
Number Scoring 65–100	17	#	0	0	0	0
Number Scoring 85–100	7	#	0	0	0	0
Percentage of Tested Scoring 55–100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	39%	#	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	74	67	66	1	0	2
Number Scoring 55–100	67	60	60	#	0	#
Number Scoring 65–100	64	56	50	#	0	#
Number Scoring 85–100	27	25	18	#	0	#
Percentage of Tested Scoring 55–100	91%	90%	91%	#	0%	#
Percentage of Tested Scoring 65–100	86%	84%	76%	#	0%	#
Percentage of Tested Scoring 85–100	36%	37%	27%	#	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)

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	76	76	76	6	6	6	82	82	82
Number Scoring 55–64	1	4	6	4	2	1	5	6	7
Number Scoring 65–84	48	51	58	1	2	5	49	53	63
Number Scoring 85–100	26	20	11	0	0	0	26	20	11
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)