

New York State School Report Card Comprehensive Information Report

BEDS Code: 26-13-13-03-0002

Grade Range : 7-12

Name: East Rochester Junior-Senior High School

Principal: James Karg

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	104	88	102
Eighth	94	92	87
Ninth	85	87	86
Tenth	98	74	82
Eleventh	79	84	79
Twelfth	85	73	81
Ungraded Secondary	18	24	11
Total K-12 Enrollment	563	522	528

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%	4	0.8%	6	1.1%
Black (Not Hispanic)	10	1.8%	11	2.1%	14	2.7%
Hispanic	16	2.8%	18	3.4%	21	4.0%
White (Not Hispanic)	531	94.3%	489	93.7%	487	92.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	18	21
Mathematics Grade 8	17	18	17
Science Grade 8	16	18	17
Social Studies Grade 8	22	22	21
English Grade 10	22	15	21
Mathematics Grade 10	26	16	0
Science Grade 10	21	17	20
Social Studies Grade 10	22	19	21

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle 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	0.5%	2	0.4%	4	0.8%
Eligible for Free Lunch	53	9.4%	49	9.4%	49	9.3%

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		93.3%		94.8%		93.9%
Student Suspensions	56	9.8%	39	6.9%	42	8.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.6%	4.0%	4.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	94%	96%	99%

Staff Counts

Staff	2002–2003
Total Teachers	49
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	70	57	81%	53	41	77%	70	55	79%
Students with Disabilities	12	1	8%	7	3	43%	4	0	0%
All Students	82	58	71%	60	44	73%	74	55	74%

*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	36	24	1	3	7	3
Percent	49%	32%	1%	4%	9%	4%

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	5	9

*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			9		7	
	Entered GED Program*			0		3	
	Total Noncompleters			9		10	
Students with Disabilities	Dropped Out			2		0	
	Entered GED Program*			0		0	
	Total Noncompleters			2		0	
All Students	Dropped Out	3	0.8%	11	3.3%	7	2.1%
	Entered GED Program*	8	2.2%	0	0.0%	3	0.9%
	Total Noncompleters	11	3.1%	11	3.3%	10	3.0%

*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	20
	Number of All Students		0	20
	Percent of Enrollment		0%	10%
9-12	Number of General-Education Students		0	3
	Number of Students with Disabilities		0	45
	Number of All Students		0	48
	Percent of Enrollment		0%	14%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	10	100%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	25	96%	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	20	75%	7	86%	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%	0	0%	1	#
Science	1	#	0	0%	0	0%
Reading	3	#	2	#	1	#
Writing	4	#	3	#	1	#
Global Studies	1	#	1	#	1	#
U.S. Hist & Gov't	3	#	2	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	1	#
Science	5	80%	1	#	1	#
Reading	5	100%	4	#	3	#
Writing	8	100%	5	80%	3	#
Global Studies	4	#	2	#	1	#
U.S. Hist & Gov't	4	#	4	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	77	83	71	8	7	5
Number Scoring 55–100	72	76	71	6	3	5
Number Scoring 65–100	69	71	69	3	3	5
Number Scoring 85–100	7	30	30	0	0	0
Percentage of Tested Scoring 55–100	94%	92%	100%	75%	43%	100%
Percentage of Tested Scoring 65–100	90%	86%	97%	38%	43%	100%
Percentage of Tested Scoring 85–100	9%	36%	42%	0%	0%	0%
Mathematics A						
Number Tested	3	74	83	3	3	5
Number Scoring 55–100	#	66	76	#	#	3
Number Scoring 65–100	#	54	73	#	#	3
Number Scoring 85–100	#	21	34	#	#	0
Percentage of Tested Scoring 55–100	#	89%	92%	#	#	60%
Percentage of Tested Scoring 65–100	#	73%	88%	#	#	60%
Percentage of Tested Scoring 85–100	#	28%	41%	#	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	39	0	0	0
Number Scoring 55–100	0	0	36	0	0	0
Number Scoring 65–100	0	0	30	0	0	0
Number Scoring 85–100	0	0	5	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	92%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	77%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	13%	0%	0%	0%
Global History and Geography						
Number Tested	95	72	84	17	4	5
Number Scoring 55–100	86	71	80	10	#	4
Number Scoring 65–100	83	62	74	8	#	2
Number Scoring 85–100	25	20	25	0	#	0
Percentage of Tested Scoring 55–100	91%	99%	95%	59%	#	80%
Percentage of Tested Scoring 65–100	87%	86%	88%	47%	#	40%
Percentage of Tested Scoring 85–100	26%	28%	30%	0%	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	71	79	72	7	7	4
Number Scoring 55–100	64	75	69	4	4	#
Number Scoring 65–100	62	68	67	4	3	#
Number Scoring 85–100	24	33	39	0	0	#
Percentage of Tested Scoring 55–100	90%	95%	96%	57%	57%	#
Percentage of Tested Scoring 65–100	87%	86%	93%	57%	43%	#
Percentage of Tested Scoring 85–100	34%	42%	54%	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	92	77	84	9	5	4
Number Scoring 55–100	91	76	84	8	5	#
Number Scoring 65–100	90	76	82	7	5	#
Number Scoring 85–100	27	21	23	0	0	#
Percentage of Tested Scoring 55–100	99%	99%	100%	89%	100%	#
Percentage of Tested Scoring 65–100	98%	99%	98%	78%	100%	#
Percentage of Tested Scoring 85–100	29%	27%	27%	0%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	80	74	89	6	2	13
Number Scoring 55–100	77	72	82	6	#	8
Number Scoring 65–100	71	66	74	5	#	8
Number Scoring 85–100	23	22	28	0	#	0
Percentage of Tested Scoring 55–100	96%	97%	92%	100%	#	62%
Percentage of Tested Scoring 65–100	89%	89%	83%	83%	#	62%
Percentage of Tested Scoring 85–100	29%	30%	31%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		34	26		0	0
Number Scoring 55–100		34	25		0	0
Number Scoring 65–100		32	22		0	0
Number Scoring 85–100		14	4		0	0
Percentage of Tested Scoring 55–100		100%	96%		0%	0%
Percentage of Tested Scoring 65–100		94%	85%		0%	0%
Percentage of Tested Scoring 85–100		41%	15%		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	10	14	8	0	0	0
Number Scoring 55–100	10	14	8	0	0	0
Number Scoring 65–100	10	13	8	0	0	0
Number Scoring 85–100	5	2	5	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	14%	62%	0%	0%	0%
Comprehensive Italian						
Number Tested	18	16	20	1	0	1
Number Scoring 55–100	17	15	20	#	0	#
Number Scoring 65–100	17	14	20	#	0	#
Number Scoring 85–100	1	4	8	#	0	#
Percentage of Tested Scoring 55–100	94%	94%	100%	#	0%	#
Percentage of Tested Scoring 65–100	94%	88%	100%	#	0%	#
Percentage of Tested Scoring 85–100	6%	25%	40%	#	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	22	16	31	0	1	0
Number Scoring 55–100	22	16	31	0	#	0
Number Scoring 65–100	22	16	31	0	#	0
Number Scoring 85–100	8	10	11	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	36%	62%	35%	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	72	23	4	4	3	0
Number Scoring 55–100	68	17	#	#	#	0
Number Scoring 65–100	65	12	#	#	#	0
Number Scoring 85–100	23	6	#	#	#	0
Percentage of Tested Scoring 55–100	94%	74%	#	#	#	0%
Percentage of Tested Scoring 65–100	90%	52%	#	#	#	0%
Percentage of Tested Scoring 85–100	32%	26%	#	#	#	0%
Sequential Mathematics, Course III						
Number Tested	58	37	8	1	1	0
Number Scoring 55–100	46	30	7	#	#	0
Number Scoring 65–100	39	21	6	#	#	0
Number Scoring 85–100	15	2	1	#	#	0
Percentage of Tested Scoring 55–100	79%	81%	88%	#	#	0%
Percentage of Tested Scoring 65–100	67%	57%	75%	#	#	0%
Percentage of Tested Scoring 85–100	26%	5%	12%	#	#	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	13	77%	21	90%	18	94%
Students with Disabilities	4	#	0	0%	4	#

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	76	0%	18%	63%	18%
	Students with Disabilities	7	0%	57%	43%	0%
	All Students	83	0%	22%	61%	17%

(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	74	74	74	14	14	14	88	88	88
Number Scoring 55–64	1	6	1	2	1	1	3	7	2
Number Scoring 65–84	49	32	56	5	3	6	54	35	62
Number Scoring 85–100	24	34	16	0	0	0	24	34	16
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)