

New York State School Report Card Comprehensive Information Report

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

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	313	362	372
Tenth	226	265	356
Eleventh	207	194	225
Twelfth	187	176	154
Ungraded Secondary	138	133	164
Total K-12 Enrollment	1071	1130	1271

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	77	7.2%	68	6.0%	62	4.9%
Black (Not Hispanic)	669	62.5%	740	65.5%	874	68.8%
Hispanic	99	9.2%	97	8.6%	125	9.8%
White (Not Hispanic)	226	21.1%	225	19.9%	210	16.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	25	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	26	29
Mathematics Grade 10	22	22	24
Science Grade 10	22	25	24
Social Studies Grade 10	25	21	27

(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	48	4.5%	34	3.0%	47	3.7%
Eligible for Free Lunch	340	31.8%	360	31.9%	450	35.4%

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		88.9%		90.9%		90.2%
Student Suspensions	173	16.6%	178	16.6%	150	13.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.4%	7.1%	9.0%
Public Assistance	51-60%	61-70%	61-70%
Student Stability	99%	95%	95%

Staff Counts

Staff	2002–2003
Total Teachers	95
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	13
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	175	64	37%	166	66	40%	143	74	52%
Students with Disabilities	12	3	25%	7	1	14%	13	0	0%
All Students	187	67	36%	173	67	39%	156	74	47%

*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	86	64	0	1	3	2
Percent	55%	41%	0%	1%	2%	1%

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)
13	0	16	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			18		34	
	Entered GED Program*			29		22	
	Total Noncompleters			47		56	
Students with Disabilities	Dropped Out			11		7	
	Entered GED Program*			4		3	
	Total Noncompleters			15		10	
All Students	Dropped Out	47	4.4%	29	2.6%	41	3.2%
	Entered GED Program*	31	2.9%	33	2.9%	25	2.0%
	Total Noncompleters	78	7.3%	62	5.5%	66	5.2%

*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		160	75
	Number of Students with Disabilities		20	15
	Number of All Students		180	90
	Percent of Enrollment		16%	7%

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%	54	28%	0	0%
Science	9	33%	71	27%	2	#
Reading	0	0%	25	52%	0	0%
Writing	0	0%	30	33%	0	0%
Global Studies	2	#	27	37%	0	0%
U.S. Hist & Gov't	0	0%	6	67%	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	46	50%	9	22%	82	20%
Science	51	18%	9	11%	56	23%
Reading	11	45%	8	25%	51	45%
Writing	10	50%	12	33%	52	23%
Global Studies	9	56%	0	0%	21	43%
U.S. Hist & Gov't	6	50%	2	#	9	33%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	264	217	270	6	0	16
Number Scoring 55–100	248	189	227	5	0	4
Number Scoring 65–100	204	142	190	2	0	1
Number Scoring 85–100	39	62	28	0	0	0
Percentage of Tested Scoring 55–100	94%	87%	84%	83%	0%	25%
Percentage of Tested Scoring 65–100	77%	65%	70%	33%	0%	6%
Percentage of Tested Scoring 85–100	15%	29%	10%	0%	0%	0%
Mathematics A						
Number Tested	0	43	344	0	1	17
Number Scoring 55–100	0	17	168	0	#	3
Number Scoring 65–100	0	9	129	0	#	1
Number Scoring 85–100	0	0	10	0	#	0
Percentage of Tested Scoring 55–100	0%	40%	49%	0%	#	18%
Percentage of Tested Scoring 65–100	0%	21%	38%	0%	#	6%
Percentage of Tested Scoring 85–100	0%	0%	3%	0%	#	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	187	266	369	2	0	31
Number Scoring 55–100	177	218	310	#	0	18
Number Scoring 65–100	161	171	262	#	0	10
Number Scoring 85–100	70	60	89	#	0	1
Percentage of Tested Scoring 55–100	95%	82%	84%	#	0%	58%
Percentage of Tested Scoring 65–100	86%	64%	71%	#	0%	32%
Percentage of Tested Scoring 85–100	37%	23%	24%	#	0%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	151	201	238	7	4	16
Number Scoring 55–100	128	175	228	4	#	16
Number Scoring 65–100	96	131	199	1	#	9
Number Scoring 85–100	29	38	93	1	#	1
Percentage of Tested Scoring 55–100	85%	87%	96%	57%	#	100%
Percentage of Tested Scoring 65–100	64%	65%	84%	14%	#	56%
Percentage of Tested Scoring 85–100	19%	19%	39%	14%	#	6%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	0	236	305	0	0	34
Number Scoring 55–100	0	225	229	0	0	23
Number Scoring 65–100	0	187	164	0	0	13
Number Scoring 85–100	0	23	27	0	0	1
Percentage of Tested Scoring 55–100	0%	95%	75%	0%	0%	68%
Percentage of Tested Scoring 65–100	0%	79%	54%	0%	0%	38%
Percentage of Tested Scoring 85–100	0%	10%	9%	0%	0%	3%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	220	302	316	5	0	14
Number Scoring 55–100	157	254	265	3	0	6
Number Scoring 65–100	106	205	205	2	0	0
Number Scoring 85–100	17	42	46	1	0	0
Percentage of Tested Scoring 55–100	71%	84%	84%	60%	0%	43%
Percentage of Tested Scoring 65–100	48%	68%	65%	40%	0%	0%
Percentage of Tested Scoring 85–100	8%	14%	15%	20%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		161	269		0	3
Number Scoring 55–100		135	151		0	#
Number Scoring 65–100		76	67		0	#
Number Scoring 85–100		6	4		0	#
Percentage of Tested Scoring 55–100		84%	56%		0%	#
Percentage of Tested Scoring 65–100		47%	25%		0%	#
Percentage of Tested Scoring 85–100		4%	1%		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	50	31	26	1	0	1
Number Scoring 55–100	48	27	21	#	0	#
Number Scoring 65–100	41	23	16	#	0	#
Number Scoring 85–100	10	5	1	#	0	#
Percentage of Tested Scoring 55–100	96%	87%	81%	#	0%	#
Percentage of Tested Scoring 65–100	82%	74%	62%	#	0%	#
Percentage of Tested Scoring 85–100	20%	16%	4%	#	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	143	163	183	3	0	2
Number Scoring 55–100	129	156	170	#	0	#
Number Scoring 65–100	118	132	158	#	0	#
Number Scoring 85–100	60	69	65	#	0	#
Percentage of Tested Scoring 55–100	90%	96%	93%	#	0%	#
Percentage of Tested Scoring 65–100	83%	81%	86%	#	0%	#
Percentage of Tested Scoring 85–100	42%	42%	36%	#	0%	#
Comprehensive Latin						
Number Tested	34	22	24	0	0	0
Number Scoring 55–100	34	22	23	0	0	0
Number Scoring 65–100	34	18	20	0	0	0
Number Scoring 85–100	15	5	3	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	82%	83%	0%	0%	0%
Percentage of Tested Scoring 85–100	44%	23%	12%	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	242	239	69	6	0	3
Number Scoring 55–100	177	150	43	3	0	#
Number Scoring 65–100	147	117	31	2	0	#
Number Scoring 85–100	69	50	7	0	0	#
Percentage of Tested Scoring 55–100	73%	63%	62%	50%	0%	#
Percentage of Tested Scoring 65–100	61%	49%	45%	33%	0%	#
Percentage of Tested Scoring 85–100	29%	21%	10%	0%	0%	#
Sequential Mathematics, Course III						
Number Tested	152	159	166	0	0	0
Number Scoring 55–100	127	136	121	0	0	0
Number Scoring 65–100	111	121	101	0	0	0
Number Scoring 85–100	47	58	41	0	0	0
Percentage of Tested Scoring 55–100	84%	86%	73%	0%	0%	0%
Percentage of Tested Scoring 65–100	73%	76%	61%	0%	0%	0%
Percentage of Tested Scoring 85–100	31%	36%	25%	0%	0%	0%

(Form – I)

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	148	148	148	29	29	29	177	177	177
Number Scoring 55–64	12	23	17	8	7	2	20	30	19
Number Scoring 65–84	67	81	91	2	3	2	69	84	93
Number Scoring 85–100	62	36	36	0	0	0	62	36	36
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)