

# New York State School Report Card Comprehensive Information Report

BEDS Code: 49-06-01-06-0002

Grade Range : 6-8

Name: Knickerbacker Middle School

Principal: Shaun Paolino

## 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                 | 210       | 189       | 200       |
| Ungraded Elementary   | 14        | 16        | 9         |
| Seventh               | 187       | 219       | 198       |
| Eighth                | 194       | 199       | 230       |
| Ninth                 | 0         | 0         | 0         |
| Tenth                 | 0         | 0         | 0         |
| Eleventh              | 0         | 0         | 0         |
| Twelfth               | 0         | 0         | 0         |
| Ungraded Secondary    | 25        | 29        | 15        |
| Total K-12 Enrollment | 630       | 652       | 652       |

## 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 | 11              | 1.7%         | 4               | 0.6%         | 5               | 0.8%         |
| Black (Not Hispanic)                                 | 72              | 11.4%        | 88              | 13.5%        | 91              | 14.0%        |
| Hispanic   | 12              | 1.9%         | 17              | 2.6%         | 16              | 2.5%         |
| White (Not Hispanic)                                 | 535             | 84.9%        | 543             | 83.3%        | 540             | 82.8%        |

## Average Class Size

| Grade Level             | 2000–2001 | 2001–2002 | 2002–2003 |
|-------------------------|-----------|-----------|-----------|
| Kindergarten            | 0         | 0         | 0         |
| Common Branch           | 23        | 20        | 24        |
| English Grade 8         | 23        | 23        | 24        |
| Mathematics Grade 8     | 24        | 24        | 25        |
| Science Grade 8         | 25        | 28        | 25        |
| Social Studies Grade 8  | 25        | 27        | 26        |
| English Grade 10        | 0         | 0         | 0         |
| Mathematics Grade 10    | 0         | 0         | 0         |
| Science Grade 10        | 0         | 0         | 0         |
| Social Studies Grade 10 | 0         | 0         | 0         |

(Form – A)

**District Need to Resource Capacity Category**

| <b>N/RC Category</b> | <b>Description</b>  |
|----------------------|---|
| 3                    | This is an urban or suburban school district with high student needs in relation to district resource capacity. |

**Similar School Group and Description**

| <b>Similar School Group</b> | <b>Description</b>   |
|-----------------------------|--|
| 25                          | All schools in this group are middle level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for middle 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**

|                                   | <b>2000–2001</b> |         | <b>2001–2002</b> |         | <b>2002–2003</b> |         |
|-----------------------------------|------------------|---------|------------------|---------|------------------|---------|
|                                   | Count            | Percent | Count            | Percent | Count            | Percent |
| <b>Limited English Proficient</b> | 7                | 1.1%    | 6                | 0.9%    | 3                | 0.5%    |
| <b>Eligible for Free Lunch</b>    | 221              | 35.1%   | 218              | 33.4%   | 212              | 32.5%   |

**Attendance and Suspension**

|                               | <b>1999–2000</b>       |                     | <b>2000–2001</b>       |                     | <b>2001–2002</b>       |                     |
|-------------------------------|------------------------|---------------------|------------------------|---------------------|------------------------|---------------------|
|                               | <b>No. of Students</b> | <b>% of Enroll.</b> | <b>No. of Students</b> | <b>% of Enroll.</b> | <b>No. of Students</b> | <b>% of Enroll.</b> |
| <b>Annual Attendance Rate</b> |                        | 93.4%               |                        | 93.5%               |                        | 93.6%               |
| <b>Student Suspensions</b>    | 142                    | 24.4%               | 110                    | 17.5%               | 148                    | 22.7%               |

**Student Socioeconomic and Stability Indicators  
(Percent of Enrollment)**

|                          | <b>2000–2001</b> | <b>2001–2002</b> | <b>2002–2003</b> |
|--------------------------|------------------|------------------|------------------|
| <b>Reduced Lunch</b>     | 11.1%            | 12.4%            | 11.7%            |
| <b>Public Assistance</b> | 31-40%           | 31-40%           | 31-40%           |
| <b>Student Stability</b> | 88%              | 82%              | 87%              |

**Staff Counts**

| <b>Staff</b>                     | <b>2002–2003</b> |
|----------------------------------|------------------|
| Total Teachers                   | 41               |
| Total Other Professional Staff   | 5                |
| Total Paraprofessionals          | NA               |
| Teaching Out of Certification*   | 1                |
| 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)

# 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 |         | 527     | 502     |
|        | Number of Students with Disabilities |         | 125     | 126     |
|        | Number of All Students               |         | 652     | 628     |
|        | Percent of Enrollment                |         | 100%    | 96%     |
| 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  | 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%        | 1          | #         | 0          | 0%        |
| Science           | 0          | 0%        | 0          | 0%        | 0          | 0%        |
| Reading           | 0          | 0%        | 0          | 0%        | 0          | 0%        |
| Writing           | 0          | 0%        | 1          | #         | 0          | 0%        |
| Global Studies    | 0          | 0%        | 0          | 0%        | 1          | #         |
| 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       | 0          | 0%        | 0          | 0%        | 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%        |

(Form – E)

# Regents Examinations

|  | All Students |      |      | Students with Disabilities |      |      |
|--|--------------|------|------|----------------------------|------|------|
|  | 2001         | 2002 | 2003 | 2001                       | 2002 | 2003 |
| <b>Living Environment (first administered June 2001)</b>             |              |      |      |                            |      |      |
| Number Tested  | 0            | 0    | 1    | 0                          | 0    | 0    |
| Number Scoring 55–100  | 0            | 0    | #    | 0                          | 0    | 0    |
| Number Scoring 65–100  | 0            | 0    | #    | 0                          | 0    | 0    |
| Number Scoring 85–100  | 0            | 0    | #    | 0                          | 0    | 0    |
| Percentage of Tested Scoring 55–100                                  | 0%           | 0%   | #    | 0%                         | 0%   | 0%   |
| Percentage of Tested Scoring 65–100                                  | 0%           | 0%   | #    | 0%                         | 0%   | 0%   |
| Percentage of Tested Scoring 85–100                                  | 0%           | 0%   | #    | 0%                         | 0%   | 0%   |
| <b>Physical Setting/Earth Science (first administered June 2001)</b> |              |      |      |                            |      |      |
| 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%   |
| <b>Physical Setting/Chemistry (first administered June 2002)</b>     |              |      |      |                            |      |      |
| 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 Tested Scoring 55–100                                  |              | 0%   | 0%   |                            | 0%   | 0%   |
| Percentage of Tested Scoring 65–100                                  |              | 0%   | 0%   |                            | 0%   | 0%   |
| Percentage of Tested Scoring 85–100                                  |              | 0%   | 0%   |                            | 0%   | 0%   |
| <b>Physical Setting/Physics (first administered June 2002)*</b>      |              |      |      |                            |      |      |
| 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)

# Introduction to Occupations Examination

|                            | 2000–2001  |           | 2001–2002  |           | 2002–2003  |           |
|----------------------------|------------|-----------|------------|-----------|------------|-----------|
|                            | No. Tested | % Passing | No. Tested | % Passing | No. Tested | % Passing |
| General-Education Students | 0          | 0%        | 0          | 0%        | 0          | 0%        |
| Students with Disabilities | 0          | 0%        | 0          | 0%        | 0          | 0%        |

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 |
|-----------------|----------------------------|---------------|--------------|--------------|--------------|--------------|
| <b>Nov 2002</b> | 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 |
|------------------|----------------------------|---------------|--------------|--------------|--------------|--------------|
| <b>June 2003</b> | General-Education Students | 176           | 1%           | 38%          | 51%          | 10%          |
|                  | Students with Disabilities | 28            | 18%          | 61%          | 21%          | 0%           |
|                  | All Students               | 204           | 3%           | 41%          | 47%          | 8%           |

(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 |
| <b>Elementary Level</b> |                   |            |         |         |         |         |
| Social Studies          | 0                 | 0          | 0       | 0       | 0       | 0       |
| <b>Middle Level</b>     |                   |            |         |         |         |         |
| Social Studies          | 3                 | 0          | #       | #       | #       | #       |
| <b>Secondary Level</b>  |                   |            |         |         |         |         |
| 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     | 0                          | 0                    | 0       | 0                          | 0                    | 0       | 0                     | 0                    | 0       |
| Number Scoring 55–64  | 0                          | 0                    | 0       | 0                          | 0                    | 0       | 0                     | 0                    | 0       |
| Number Scoring 65–84  | 0                          | 0                    | 0       | 0                          | 0                    | 0       | 0                     | 0                    | 0       |
| Number Scoring 85–100 | 0                          | 0                    | 0       | 0                          | 0                    | 0       | 0                     | 0                    | 0       |
| Approved Alternatives | 0                          | 0                    | 0       | 0                          | 0                    | 0       | 0                     | 0                    | 0       |

(Form – K)