

# New York State District Report Card Comprehensive Information Report

BEDS Code: 06-08-00-01-0000  
 Name: Dunkirk City School District  
 Superintendent: Carl Militello

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	162	136	139
First	143	151	151
Second	170	141	147
Third	170	161	152
Fourth	173	148	162
Fifth	186	176	160
Sixth	192	209	175
Ungraded Elementary	0	0	0
Seventh	167	189	194
Eighth	162	156	175
Ninth	202	182	195
Tenth	157	176	166
Eleventh	153	142	153
Twelfth	122	146	132
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2159	2113	2101

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	24	1.1%	24	1.1%	23	1.1%
Black (Not Hispanic)	196	9.1%	196	9.3%	181	8.6%
Hispanic	702	32.5%	696	32.9%	702	33.4%
White (Not Hispanic)	1237	57.3%	1197	56.6%	1195	56.9%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	17	20
Common Branch	20	19	19
English Grade 8	20	17	17
Mathematics Grade 8	16	13	16
Science Grade 8	16	16	18
Social Studies Grade 8	16	16	17
English Grade 10	16	15	19
Mathematics Grade 10	14	13	15
Science Grade 10	19	22	21
Social Studies Grade 10	16	19	20

(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>
NA	NA

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>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	275	12.7%	246	11.6%	279	13.3%
<b>Eligible for Free Lunch</b>	1047	48.5%	866	41.0%	1055	50.2%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		94.6%		94.6%		94.3%
<b>Student Suspensions</b>	261	12.3%	221	10.2%	252	11.9%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	12.7%	7.0%	11.1%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	216
Total Other Professional Staff	37
Total Paraprofessionals	71
Teaching Out of Certification*	5

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	104	73	70%	126	68	54%	113	78	69%
Students with Disabilities	6	0	0%	9	1	11%	3	0	0%
All Students	110	73	66%	135	69	51%	116	78	67%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	51	44	0	7	12	2
Percent	44%	38%	0%	6%	10%	2%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
3	0	2	5

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	32		29		25	4.3%
	Entered GED Program*	5		3		10	1.7%
	Total Noncompleters	37		32		35	6.0%
Students with Disabilities	Dropped Out	8		8		19	18.3%
	Entered GED Program*	2		0		1	1.0%
	Total Noncompleters	10		8		20	19.2%
All Students	Dropped Out	40	6.3%	37	5.7%	44	6.4%
	Entered GED Program*	7	1.1%	3	0.5%	11	1.6%
	Total Noncompleters	47	7.4%	40	6.2%	55	8.0%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	161	152	149
	Number of Students with Disabilities	0	0	26
	Number of All Students	161	152	175
	Percent of Enrollment	31%	27%	32%
9-12	Number of General-Education Students	616	0	579
	Number of Students with Disabilities	12	0	67
	Number of All Students	628	0	646
	Percent of Enrollment	99%	0%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	33		
Completed and Passed Regents Exams	30	91%	77%
Completed and had Course Average of 75% or More	27	82%	81%
Completed and Attained a HS Diploma or Equivalent	33	100%	96%
Completed and Whose Status is Known	33		
Completed and Were Successfully Placed	32	97%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	1	17%	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	19	74%	23	78%	25	92%
German	34	79%	31	94%	32	75%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	40	78%	27	85%	34	59%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	3	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	89%	1	#	3	#
Science	7	43%	2	#	3	#
Reading	1	#	1	#	3	#
Writing	1	#	1	#	3	#
Global Studies	8	25%	1	#	3	#
U.S. Hist & Gov't	2	#	1	#	2	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	15	80%	21	38%
Science	2	#	4	#	29	52%
Reading	8	88%	10	90%	9	67%
Writing	8	88%	8	88%	9	89%
Global Studies	3	#	12	25%	11	27%
U.S. Hist & Gov't	9	78%	3	#	6	33%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	142	149	131	9	9	10
Number Scoring 55-100	118	126	115	3	2	3
Number Scoring 65-100	93	104	101	2	1	1
Number Scoring 85-100	36	26	30	0	0	0
Percentage of Tested Scoring 55-100	83%	85%	88%	33%	22%	30%
Percentage of Tested Scoring 65-100	65%	70%	77%	22%	11%	10%
Percentage of Tested Scoring 85-100	25%	17%	23%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	49	153	130	0	7	8
Number Scoring 55-100	24	131	128	0	2	7
Number Scoring 65-100	13	115	115	0	1	6
Number Scoring 85-100	1	42	35	0	0	1
Percentage of Tested Scoring 55-100	49%	86%	98%	0%	29%	88%
Percentage of Tested Scoring 65-100	27%	75%	88%	0%	14%	75%
Percentage of Tested Scoring 85-100	2%	27%	27%	0%	0%	12%
<b>Mathematics B</b>						
Number Tested	0	0	28	0	0	0
Number Scoring 55-100	0	0	15	0	0	0
Number Scoring 65-100	0	0	11	0	0	0
Number Scoring 85-100	0	0	1	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	54%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	39%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	4%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	138	177	168	1	22	22
Number Scoring 55-100	109	145	135	#	13	10
Number Scoring 65-100	85	127	108	#	9	7
Number Scoring 85-100	22	35	36	#	0	0
Percentage of Tested Scoring 55-100	79%	82%	80%	#	59%	45%
Percentage of Tested Scoring 65-100	62%	72%	64%	#	41%	32%
Percentage of Tested Scoring 85-100	16%	20%	21%	#	0%	0%
<b>U.S. History and Government</b>						
Number Tested	137	125	137	5	9	9
Number Scoring 55-100	120	115	124	2	6	4
Number Scoring 65-100	93	104	108	2	6	1
Number Scoring 85-100	34	31	42	0	0	0
Percentage of Tested Scoring 55-100	88%	92%	91%	40%	67%	44%
Percentage of Tested Scoring 65-100	68%	83%	79%	40%	67%	11%
Percentage of Tested Scoring 85-100	25%	25%	31%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	133	158	152	2	17	12
Number Scoring 55-100	130	143	142	#	10	9
Number Scoring 65-100	118	132	126	#	10	5
Number Scoring 85-100	25	23	27	#	1	1
Percentage of Tested Scoring 55-100	98%	91%	93%	#	59%	75%
Percentage of Tested Scoring 65-100	89%	84%	83%	#	59%	42%
Percentage of Tested Scoring 85-100	19%	15%	18%	#	6%	8%
<b>Physical Setting/Earth Science</b>						
Number Tested	106	86	93	0	0	2
Number Scoring 55-100	100	83	83	0	0	#
Number Scoring 65-100	88	79	72	0	0	#
Number Scoring 85-100	40	31	26	0	0	#
Percentage of Tested Scoring 55-100	94%	97%	89%	0%	0%	#
Percentage of Tested Scoring 65-100	83%	92%	77%	0%	0%	#
Percentage of Tested Scoring 85-100	38%	36%	28%	0%	0%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	64	60	80	1	0	0
Number Scoring 55-100	63	60	78	#	0	0
Number Scoring 65-100	52	56	69	#	0	0
Number Scoring 85-100	13	12	15	#	0	0
Percentage of Tested Scoring 55-100	98%	100%	97%	#	0%	0%
Percentage of Tested Scoring 65-100	81%	93%	86%	#	0%	0%
Percentage of Tested Scoring 85-100	20%	20%	19%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			12			0
Number Scoring 55-100			12			0
Number Scoring 65-100			12			0
Number Scoring 85-100			2			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			17%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	27	26	18	0	0	0
Number Scoring 55-100	27	26	18	0	0	0
Number Scoring 65-100	26	26	18	0	0	0
Number Scoring 85-100	14	19	13	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	96%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	52%	73%	72%	0%	0%	0%
<b>Comprehensive Italian</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>Comprehensive German</b>						
Number Tested	19	24	20	0	0	0
Number Scoring 55-100	19	24	20	0	0	0
Number Scoring 65-100	19	24	20	0	0	0
Number Scoring 85-100	13	19	15	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	68%	79%	75%	0%	0%	0%
<b>Comprehensive Hebrew</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>Comprehensive Spanish</b>						
Number Tested	55	34	46	0	0	0
Number Scoring 55-100	55	34	46	0	0	0
Number Scoring 65-100	55	34	45	0	0	0
Number Scoring 85-100	27	17	30	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 85-100	49%	50%	65%	0%	0%	0%
<b>Comprehensive Latin</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%

(Form - H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	64	62	86	0	0	0
Number Scoring 55-100	59	52	65	0	0	0
Number Scoring 65-100	53	47	55	0	0	0
Number Scoring 85-100	34	18	15	0	0	0
Percentage of Tested Scoring 55-100	92%	84%	76%	0%	0%	0%
Percentage of Tested Scoring 65-100	83%	76%	64%	0%	0%	0%
Percentage of Tested Scoring 85-100	53%	29%	17%	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	39	97%	59	95%	81	89%
Students with Disabilities	3	#	7	43%	7	57%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	143	21%	10%	55%	13%
	Students with Disabilities	26	50%	23%	19%	8%
	All Students	169	25%	12%	50%	12%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	145	6%	55%	34%	4%
	Students with Disabilities	35	23%	57%	20%	0%
	All Students	180	9%	56%	32%	3%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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	4	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

## 2000 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	124	124	124	14	14	14	138	138	138
Number Scoring 55–64	14	4	5	3	0	3	17	4	8
Number Scoring 65–84	81	67	68	5	4	5	86	71	73
Number Scoring 85–100	24	42	44	0	0	0	24	42	44
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			73			8
Beginning (0-18)			1			1
Intermediate (19-31)			19			5
Advanced (32-36)			24			2
Proficient (37-39)			29			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			73			8
Beginning (0-14)			19			2
Intermediate (15-24)			17			4
Advanced (25-32)			25			2
Proficient (33-35)			12			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			61			6
Beginning (0-18)			1			0
Intermediate (19-31)			9			2
Advanced (32-36)			17			2
Proficient (37-39)			34			2
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			61			6
Beginning (0-14)			14			3
Intermediate (15-24)			30			3
Advanced (25-32)			15			0
Proficient (33-35)			2			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			37			7
Beginning (0-18)			0			0
Intermediate (19-31)			4			0
Advanced (32-36)			5			3
Proficient (37-39)			28			4
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			37			7
Beginning (0-14)			4			2
Intermediate (15-24)			15			4
Advanced (25-32)			18			1
Proficient (33-35)			0			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			25			4
Beginning (0-18)			3			#
Intermediate (19-31)			6			#
Advanced (32-36)			5			#
Proficient (37-39)			11			#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			25			4
Beginning (0-14)			6			#
Intermediate (15-24)			11			#
Advanced (25-32)			8			#
Proficient (33-35)			0			#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			23			4
Beginning (0-18)			6			#
Intermediate (19-31)			5			#
Advanced (32-36)			5			#
Proficient (37-39)			7			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			23			4
Beginning (0-14)			8			#
Intermediate (15-24)			8			#
Advanced (25-32)			6			#
Proficient (33-35)			1			#

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)