

# New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0099  
 Name: Bennett High School  
 Principal: Ramona Thomas-Reynolds

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	368	455	554
Tenth	278	331	375
Eleventh	218	228	287
Twelfth	162	180	236
Ungraded Secondary	11	59	0
Total K-12 Enrollment	1037	1253	1452

## 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	14	1.4%	15	1.2%	11	0.8%
Black (Not Hispanic)	824	79.5%	1009	80.5%	1215	83.7%
Hispanic	46	4.4%	27	2.2%	58	4.0%
White (Not Hispanic)	153	14.8%	202	16.1%	168	11.6%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	27	33	30
Mathematics Grade 10	27	33	27
Science Grade 10	23	22	33
Social Studies Grade 10	31	29	32

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
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**

<b>Similar School Group</b>	<b>Description</b>
41	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 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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	6	0.6%	7	0.6%	8	0.6%
<b>Eligible for Free Lunch</b>	399	38.5%	412	32.9%	651	44.8%

**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>		88.6%		86.4%		86.4%
<b>Student Suspensions</b>	42	4.0%	40	3.9%	42	3.4%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	8.3%	6.9%	6.2%
<b>Public Assistance</b>	71-80%	31-40%	71-80%
<b>Student Stability</b>	94%	91%	100%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	70
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	8

\*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	125	22	18%	110	27	25%	136	43	32%
Students with Disabilities	13	0	0%	20	0	0%	25	4	16%
All Students	138	22	16%	130	27	21%	161	47	29%

\*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	81	60	3	4	8	5
Percent	50%	37%	2%	2%	5%	3%

## 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)
25	4	19	44

\*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	68		63		71	7.5%
	Entered GED Program*	48		27		46	4.8%
	Total Noncompleters	116		90		117	12.3%
Students with Disabilities	Dropped Out	5		33		51	14.8%
	Entered GED Program*	12		13		19	5.5%
	Total Noncompleters	17		46		70	20.3%
All Students	Dropped Out	73	7.0%	96	7.7%	122	9.4%
	Entered GED Program*	60	5.8%	40	3.2%	65	5.0%
	Total Noncompleters	133	12.8%	136	10.9%	187	14.4%

\*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	858	460	665
	Number of Students with Disabilities	168	50	85
	Number of All Students	1026	510	750
	Percent of Enrollment	99%	41%	52%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

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	42	88%	46	91%	78	77%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	147	46%	100	54%	172	60%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	3	#	16	69%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	14	7%	37	35%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	75	71%	31	94%	3	#
Science	4	#	0	0%	0	0%
Reading	9	78%	1	#	1	#
Writing	0	0%	0	0%	1	#
Global Studies	30	37%	1	#	5	80%
U.S. Hist & Gov't	4	#	3	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	82%	75	60%	153	39%
Science	2	#	0	0%	0	0%
Reading	0	0%	9	100%	35	34%
Writing	0	0%	0	0%	34	88%
Global Studies	1	#	30	33%	17	12%
U.S. Hist & Gov't	0	0%	11	55%	12	50%

(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	166	216	280	1	45	41
Number Scoring 55-100	135	155	231	#	23	22
Number Scoring 65-100	86	93	169	#	9	12
Number Scoring 85-100	11	8	11	#	0	1
Percentage of Tested Scoring 55-100	81%	72%	82%	#	51%	54%
Percentage of Tested Scoring 65-100	52%	43%	60%	#	20%	29%
Percentage of Tested Scoring 85-100	7%	4%	4%	#	0%	2%
<b>Mathematics A</b>						
Number Tested	464	371	539	13	49	106
Number Scoring 55-100	108	93	381	2	3	42
Number Scoring 65-100	41	27	181	0	1	15
Number Scoring 85-100	0	1	5	0	0	0
Percentage of Tested Scoring 55-100	23%	25%	71%	15%	6%	40%
Percentage of Tested Scoring 65-100	9%	7%	34%	0%	2%	14%
Percentage of Tested Scoring 85-100	0%	0%	1%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	0	23	0	0	2
Number Scoring 55-100	0	0	4	0	0	#
Number Scoring 65-100	0	0	2	0	0	#
Number Scoring 85-100	0	0	0	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	17%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	9%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	170	293	339	0	52	76
Number Scoring 55-100	90	201	299	0	20	58
Number Scoring 65-100	54	167	198	0	15	25
Number Scoring 85-100	2	12	18	0	0	2
Percentage of Tested Scoring 55-100	53%	69%	88%	0%	38%	76%
Percentage of Tested Scoring 65-100	32%	57%	58%	0%	29%	33%
Percentage of Tested Scoring 85-100	1%	4%	5%	0%	0%	3%
<b>U.S. History and Government</b>						
Number Tested	186	131	259	4	19	39
Number Scoring 55-100	151	110	226	#	13	31
Number Scoring 65-100	92	96	182	#	10	18
Number Scoring 85-100	1	6	14	#	1	0
Percentage of Tested Scoring 55-100	81%	84%	87%	#	68%	79%
Percentage of Tested Scoring 65-100	49%	73%	70%	#	53%	46%
Percentage of Tested Scoring 85-100	1%	5%	5%	#	5%	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	264	279	369	1	70	103
Number Scoring 55-100	220	198	269	#	41	62
Number Scoring 65-100	193	125	154	#	21	31
Number Scoring 85-100	4	3	1	#	0	0
Percentage of Tested Scoring 55-100	83%	71%	73%	#	59%	60%
Percentage of Tested Scoring 65-100	73%	45%	42%	#	30%	30%
Percentage of Tested Scoring 85-100	2%	1%	0%	#	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	173	255	233	5	56	46
Number Scoring 55-100	104	126	173	3	21	26
Number Scoring 65-100	60	68	103	1	8	8
Number Scoring 85-100	5	7	7	0	0	0
Percentage of Tested Scoring 55-100	60%	49%	74%	60%	38%	57%
Percentage of Tested Scoring 65-100	35%	27%	44%	20%	14%	17%
Percentage of Tested Scoring 85-100	3%	3%	3%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	68	119	115	0	8	4
Number Scoring 55-100	43	66	77	0	3	#
Number Scoring 65-100	19	27	27	0	3	#
Number Scoring 85-100	0	0	1	0	0	#
Percentage of Tested Scoring 55-100	63%	55%	67%	0%	38%	#
Percentage of Tested Scoring 65-100	28%	23%	23%	0%	38%	#
Percentage of Tested Scoring 85-100	0%	0%	1%	0%	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			55			4
Number Scoring 55-100			26			#
Number Scoring 65-100			10			#
Number Scoring 85-100			0			#
Percentage of Tested Scoring 55-100			47%			#
Percentage of Tested Scoring 65-100			18%			#
Percentage of Tested Scoring 85-100			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	15	31	14	0	0	0
Number Scoring 55-100	15	31	14	0	0	0
Number Scoring 65-100	15	31	14	0	0	0
Number Scoring 85-100	3	2	1	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	20%	6%	7%	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	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 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	32	76	67	1	7	5
Number Scoring 55-100	31	59	61	#	5	4
Number Scoring 65-100	26	51	34	#	4	2
Number Scoring 85-100	1	12	5	#	2	0
Percentage of Tested Scoring 55-100	97%	78%	91%	#	71%	80%
Percentage of Tested Scoring 65-100	81%	67%	51%	#	57%	40%
Percentage of Tested Scoring 85-100	3%	16%	7%	#	29%	0%
<b>Comprehensive Latin</b>						
Number Tested	0	0	26	0	0	0
Number Scoring 55-100	0	0	26	0	0	0
Number Scoring 65-100	0	0	20	0	0	0
Number Scoring 85-100	0	0	2	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	77%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	8%	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	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%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	64	86%	61	66%	167	77%
Students with Disabilities	3	#	22	41%	63	41%

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	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 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	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	135	135	135	41	41	41	176	176	176
Number Scoring 55–64	14	9	14	6	6	8	20	15	22
Number Scoring 65–84	93	89	103	14	14	16	107	103	119
Number Scoring 85–100	2	7	6	0	1	2	2	8	8
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 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			8			1
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			1			#
Proficient (37-39)			5			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			8			1
Beginning (0-14)			0			#
Intermediate (15-24)			3			#
Advanced (25-32)			5			#
Proficient (33-35)			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 - L)