

# New York State School Report Card Comprehensive Information Report

BEDS Code: 26-13-13-03-0002  
 Name: East Rochester Junior-Senior High School  
 Principal: James Karg

Grade Range : 7-12

## 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	88	102	117
Eighth	92	87	105
Ninth	87	86	93
Tenth	74	82	79
Eleventh	84	79	84
Twelfth	73	81	73
Ungraded Secondary	24	11	12
Total K-12 Enrollment	522	528	563

## 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	4	0.8%	6	1.1%	1	0.2%
Black (Not Hispanic)	11	2.1%	14	2.7%	18	3.2%
Hispanic	18	3.4%	21	4.0%	20	3.6%
White (Not Hispanic)	489	93.7%	487	92.2%	524	93.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	21	20
Mathematics Grade 8	18	17	20
Science Grade 8	18	17	21
Social Studies Grade 8	22	21	20
English Grade 10	15	21	20
Mathematics Grade 10	16	0	19
Science Grade 10	17	20	20
Social Studies Grade 10	19	21	20

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.4%	4	0.8%	11	2.0%
Eligible for Free Lunch	49	9.4%	49	9.3%	83	14.7%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		93.9%		93.6%
Student Suspensions	39	6.9%	42	8.1%	91	17.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	4.0%	4.2%	5.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	99%	96%

### Staff Counts

Staff	2003-04
Total Teachers	48
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2

\*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	53	41	77%	70	55	79%	80	62	78%
Students with Disabilities	7	3	43%	4	0	0%	8	3	38%
All Students	60	44	73%	74	55	74%	88	65	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 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	41	37	1	1	6	2
Percent	47%	42%	1%	1%	7%	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)
8	3	1	9

\*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	9		7		8	2.7%
	Entered GED Program*	0		3		0	0.0%
	Total Noncompleters	9		10		8	2.7%
Students with Disabilities	Dropped Out	2		0		2	4.7%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	2		0		2	4.7%
All Students	Dropped Out	11	3.3%	7	2.1%	10	2.9%
	Entered GED Program*	0	0.0%	3	0.9%	0	0.0%
	Total Noncompleters	11	3.3%	10	3.0%	10	2.9%

\*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	20	0
	Number of All Students	0	20	0
	Percent of Enrollment	0%	10%	0%
9-12	Number of General-Education Students	0	3	353
	Number of Students with Disabilities	0	45	32
	Number of All Students	0	48	385
	Percent of Enrollment	0%	14%	115%

## 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	0	0%	0	0%	17	65%
German	0	0%	0	0%	0	0%
Italian	1	#	0	0%	26	85%
Latin	0	0%	0	0%	0	0%
Spanish	7	86%	0	0%	50	64%

## 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%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	2	#	1	#	1	#
Writing	3	#	1	#	1	#
Global Studies	1	#	1	#	4	#
U.S. Hist & Gov't	2	#	1	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	4	#
Science	1	#	1	#	8	75%
Reading	4	#	3	#	3	#
Writing	5	80%	3	#	4	#
Global Studies	2	#	1	#	2	#
U.S. Hist & Gov't	4	#	0	0%	0	0%

(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	83	71	81	7	5	7
Number Scoring 55-100	76	71	80	3	5	6
Number Scoring 65-100	71	69	74	3	5	3
Number Scoring 85-100	30	30	34	0	0	0
Percentage of Tested Scoring 55-100	92%	100%	99%	43%	100%	86%
Percentage of Tested Scoring 65-100	86%	97%	91%	43%	100%	43%
Percentage of Tested Scoring 85-100	36%	42%	42%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	74	83	91	3	5	12
Number Scoring 55-100	66	76	91	#	3	12
Number Scoring 65-100	54	73	84	#	3	10
Number Scoring 85-100	21	34	28	#	0	2
Percentage of Tested Scoring 55-100	89%	92%	100%	#	60%	100%
Percentage of Tested Scoring 65-100	73%	88%	92%	#	60%	83%
Percentage of Tested Scoring 85-100	28%	41%	31%	#	0%	17%
<b>Mathematics B</b>						
Number Tested	0	39	50	0	0	1
Number Scoring 55-100	0	36	42	0	0	#
Number Scoring 65-100	0	30	36	0	0	#
Number Scoring 85-100	0	5	9	0	0	#
Percentage of Tested Scoring 55-100	0%	92%	84%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	77%	72%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	13%	18%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	72	84	90	4	5	15
Number Scoring 55-100	71	80	78	#	4	11
Number Scoring 65-100	62	74	72	#	2	8
Number Scoring 85-100	20	25	31	#	0	2
Percentage of Tested Scoring 55-100	99%	95%	87%	#	80%	73%
Percentage of Tested Scoring 65-100	86%	88%	80%	#	40%	53%
Percentage of Tested Scoring 85-100	28%	30%	34%	#	0%	13%
<b>U.S. History and Government</b>						
Number Tested	79	72	80	7	4	7
Number Scoring 55-100	75	69	77	4	#	7
Number Scoring 65-100	68	67	71	3	#	5
Number Scoring 85-100	33	39	35	0	#	2
Percentage of Tested Scoring 55-100	95%	96%	96%	57%	#	100%
Percentage of Tested Scoring 65-100	86%	93%	89%	43%	#	71%
Percentage of Tested Scoring 85-100	42%	54%	44%	0%	#	29%

(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	77	84	77	5	4	11
Number Scoring 55-100	76	84	75	5	#	10
Number Scoring 65-100	76	82	72	5	#	10
Number Scoring 85-100	21	23	18	0	#	0
Percentage of Tested Scoring 55-100	99%	100%	97%	100%	#	91%
Percentage of Tested Scoring 65-100	99%	98%	94%	100%	#	91%
Percentage of Tested Scoring 85-100	27%	27%	23%	0%	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	74	89	94	2	13	6
Number Scoring 55-100	72	82	74	#	8	3
Number Scoring 65-100	66	74	59	#	8	2
Number Scoring 85-100	22	28	23	#	0	1
Percentage of Tested Scoring 55-100	97%	92%	79%	#	62%	50%
Percentage of Tested Scoring 65-100	89%	83%	63%	#	62%	33%
Percentage of Tested Scoring 85-100	30%	31%	24%	#	0%	17%
<b>Physical Setting/Chemistry</b>						
Number Tested	34	26	52	0	0	0
Number Scoring 55-100	34	25	49	0	0	0
Number Scoring 65-100	32	22	43	0	0	0
Number Scoring 85-100	14	4	5	0	0	0
Percentage of Tested Scoring 55-100	100%	96%	94%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	85%	83%	0%	0%	0%
Percentage of Tested Scoring 85-100	41%	15%	10%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			13			0
Number Scoring 55-100			13			0
Number Scoring 65-100			12			0
Number Scoring 85-100			5			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			92%			0%
Percentage of Tested Scoring 85-100			38%			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	14	8	11	0	0	0
Number Scoring 55-100	14	8	11	0	0	0
Number Scoring 65-100	13	8	11	0	0	0
Number Scoring 85-100	2	5	3	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	14%	62%	27%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	16	20	12	0	1	0
Number Scoring 55-100	15	20	12	0	#	0
Number Scoring 65-100	14	20	12	0	#	0
Number Scoring 85-100	4	8	5	0	#	0
Percentage of Tested Scoring 55-100	94%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	88%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	25%	40%	42%	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	16	31	29	1	0	0
Number Scoring 55-100	16	31	29	#	0	0
Number Scoring 65-100	16	31	29	#	0	0
Number Scoring 85-100	10	11	20	#	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	62%	35%	69%	#	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	37	8	2	1	0	0
Number Scoring 55-100	30	7	#	#	0	0
Number Scoring 65-100	21	6	#	#	0	0
Number Scoring 85-100	2	1	#	#	0	0
Percentage of Tested Scoring 55-100	81%	88%	#	#	0%	0%
Percentage of Tested Scoring 65-100	57%	75%	#	#	0%	0%
Percentage of Tested Scoring 85-100	5%	12%	#	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	21	90%	18	94%	22	95%
Students with Disabilities	0	0%	4	#	3	#

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	95	3%	28%	53%	16%
	Students with Disabilities	5	0%	100%	0%	0%
	All Students	100	3%	32%	50%	15%

(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	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

## 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	61	61	61	6	6	6	67	67	67
Number Scoring 55–64	4	1	0	1	0	1	5	1	1
Number Scoring 65–84	36	24	32	3	1	4	39	25	36
Number Scoring 85–100	20	34	28	0	3	0	20	37	28
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			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
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)