

New York State School Report Card

Comprehensive Information Report

BEDS Code: 49-17-00-01-0021
 Name: W. Kenneth Doyle Middle School
 Principal: James Canfield

Grade Range : 7-8

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	370	374	0
Ungraded Elementary	1	0	0
Seventh	422	370	374
Eighth	332	375	359
Ninth	0	0	0
Tenth	0	0	0
Eleventh	0	0	0
Twelfth	0	0	0
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1125	1119	733

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	26	2.3%	19	1.7%	8	1.1%
Black (Not Hispanic)	308	27.4%	280	25.0%	173	23.6%
Hispanic	72	6.4%	75	6.7%	49	6.7%
White (Not Hispanic)	719	63.9%	745	66.6%	503	68.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	24
English Grade 8	18	22	22
Mathematics Grade 8	18	21	23
Science Grade 8	19	22	23
Social Studies Grade 8	19	24	25
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

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

Similar School Group and Description

Similar School Group	Description
26	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 middle 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	23	2.0%	20	1.8%	14	1.9%
Eligible for Free Lunch	599	53.2%	540	48.3%	362	49.4%

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		92.0%		91.0%		91.0%
Student Suspensions	195	17.7%	225	20.0%	382	34.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	11.9%	13.3%	12.1%
Public Assistance	51-60%	51-60%	51-60%
Student Stability	96%	96%	89%

Staff Counts

Staff	2003-04
Total Teachers	70
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	3

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

(Form – B)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	7	100%	0	0%	0	0%
German	9	100%	0	0%	0	0%
Italian	17	94%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	22	59%	0	0%	0	0%

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%	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%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
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%
Mathematics A						
Number Tested	0	25	24	0	0	0
Number Scoring 55–100	0	25	24	0	0	0
Number Scoring 65–100	0	25	22	0	0	0
Number Scoring 85–100	0	17	4	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	68%	17%	0%	0%	0%
Mathematics B						
Number Tested	0	0	20	0	0	0
Number Scoring 55–100	0	0	18	0	0	0
Number Scoring 65–100	0	0	15	0	0	0
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	75%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	5%	0%	0%	0%
Global History and Geography						
Number Tested	0	0	49	0	0	0
Number Scoring 55–100	0	0	48	0	0	0
Number Scoring 65–100	0	0	48	0	0	0
Number Scoring 85–100	0	0	32	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	65%	0%	0%	0%
U.S. History and Government						
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 – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	0	2	46	0	0	0
Number Scoring 55–100	0	#	46	0	0	0
Number Scoring 65–100	0	#	46	0	0	0
Number Scoring 85–100	0	#	19	0	0	0
Percentage of Tested Scoring 55–100	0%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	41%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	0	49	4	0	0	0
Number Scoring 55–100	0	45	#	0	0	0
Number Scoring 65–100	0	43	#	0	0	0
Number Scoring 85–100	0	22	#	0	0	0
Percentage of Tested Scoring 55–100	0%	92%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	88%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	45%	#	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	0	0	3	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%
Physical Setting/Physics						
Number Tested			1			0
Number Scoring 55–100			#			0
Number Scoring 65–100			#			0
Number Scoring 85–100			#			0
Percentage of Tested Scoring 55–100			#			0%
Percentage of Tested Scoring 65–100			#			0%
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
Comprehensive French						
Number Tested	0	0	4	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%
Comprehensive Italian						
Number Tested	0	0	14	0	0	0
Number Scoring 55–100	0	0	14	0	0	0
Number Scoring 65–100	0	0	14	0	0	0
Number Scoring 85–100	0	0	10	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	71%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	7	0	0	0
Number Scoring 55–100	0	0	7	0	0	0
Number Scoring 65–100	0	0	7	0	0	0
Number Scoring 85–100	0	0	4	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	57%	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	0	1	12	0	0	0
Number Scoring 55–100	0	#	12	0	0	0
Number Scoring 65–100	0	#	12	0	0	0
Number Scoring 85–100	0	#	6	0	0	0
Percentage of Tested Scoring 55–100	0%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	50%	0%	0%	0%
Comprehensive Latin						
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
Sequential Mathematics, Course III (last administered January 2004)						
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	0	0%	3	#	2	#
Students with Disabilities	0	0%	0	0%	0	0%

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
Nov 2003	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
June 2004	General-Education Students	253	9%	60%	26%	5%
	Students with Disabilities	55	16%	60%	22%	2%
	All Students	308	10%	60%	25%	4%

(Form – I)

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
Listening and Speaking (Grade 7-8)						
Number Tested			18			3
Beginning (0-18)			1			#
Intermediate (19-31)			3			#
Advanced (32-36)			7			#
Proficient (37-39)			7			#
Reading and Writing (Grade 7-8)						
Number Tested			18			3
Beginning (0-14)			3			#
Intermediate (15-24)			6			#
Advanced (25-32)			7			#
Proficient (33-35)			2			#
Listening and Speaking (Grade 9-12)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
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 - L)