

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-23-00-01-0037
 Name: Gorton High School
 Principal: Rocco Grassi

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	447	389	382
Tenth	370	390	346
Eleventh	276	300	303
Twelfth	236	230	285
Ungraded Secondary	207	197	183
Total K-12 Enrollment	1536	1506	1499

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	118	7.7%	115	7.6%	113	7.5%
Black (Not Hispanic)	459	29.9%	454	30.1%	490	32.7%
Hispanic	654	42.6%	663	44.0%	656	43.8%
White (Not Hispanic)	305	19.9%	274	18.2%	240	16.0%

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	29	28
Mathematics Grade 10	23	30	19
Science Grade 10	24	29	26
Social Studies Grade 10	27	28	29

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
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

Similar School Group	Description
42	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 higher 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	81	5.3%	90	6.0%	98	6.5%
Eligible for Free Lunch	1090	71.0%	1098	72.9%	1135	75.7%

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		91.3%		92.8%		93.1%
Student Suspensions	251	15.7%	235	15.3%	169	11.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.9%	5.4%	5.7%
Public Assistance	71-80%	71-80%	81-90%
Student Stability	86%	96%	99%

Staff Counts

Staff	2003-04
Total Teachers	111
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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	154	55	36%	233	63	27%	198	23	12%
Students with Disabilities	28	0	0%	14	0	0%	15	0	0%
All Students	182	55	30%	247	63	26%	213	23	11%

*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	87	22	91	1	1	11
Percent	41%	10%	43%	0%	0%	5%

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)
15	0	15	30

*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	17		9		29	2.4%
	Entered GED Program*	82		58		78	6.5%
	Total Noncompleters	99		67		107	9.0%
Students with Disabilities	Dropped Out	3		8		15	5.8%
	Entered GED Program*	11		11		7	2.7%
	Total Noncompleters	14		19		22	8.5%
All Students	Dropped Out	20	1.3%	17	1.1%	44	3.0%
	Entered GED Program*	93	6.1%	69	4.6%	85	5.9%
	Total Noncompleters	113	7.4%	86	5.7%	129	8.9%

*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	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	1265	129	0
	Number of Students with Disabilities	58	21	0
	Number of All Students	1323	150	0
	Percent of Enrollment	86%	10%	0%

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%	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	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	1	#	4	#	4	#
Science	68	76%	6	67%	2	#
Reading	1	#	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	5	0%	1	#	4	#
U.S. Hist & Gov't	10	60%	1	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	58	52%	77	36%	52	38%
Science	28	39%	58	31%	42	57%
Reading	24	42%	45	27%	25	36%
Writing	19	84%	29	55%	21	71%
Global Studies	35	31%	55	11%	37	24%
U.S. Hist & Gov't	21	38%	33	27%	24	4%

(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	288	327	325	24	24	31
Number Scoring 55-100	249	237	240	11	3	5
Number Scoring 65-100	195	201	198	4	3	4
Number Scoring 85-100	56	46	54	0	2	0
Percentage of Tested Scoring 55-100	86%	72%	74%	46%	12%	16%
Percentage of Tested Scoring 65-100	68%	61%	61%	17%	12%	13%
Percentage of Tested Scoring 85-100	19%	14%	17%	0%	8%	0%
Mathematics A						
Number Tested	329	468	263	33	35	4
Number Scoring 55-100	105	278	224	0	8	#
Number Scoring 65-100	62	169	170	0	5	#
Number Scoring 85-100	6	16	14	0	1	#
Percentage of Tested Scoring 55-100	32%	59%	85%	0%	23%	#
Percentage of Tested Scoring 65-100	19%	36%	65%	0%	14%	#
Percentage of Tested Scoring 85-100	2%	3%	5%	0%	3%	#
Mathematics 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%
Global History and Geography						
Number Tested	382	407	286	38	44	32
Number Scoring 55-100	245	272	173	9	11	10
Number Scoring 65-100	162	184	135	4	6	8
Number Scoring 85-100	24	38	48	0	0	0
Percentage of Tested Scoring 55-100	64%	67%	60%	24%	25%	31%
Percentage of Tested Scoring 65-100	42%	45%	47%	11%	14%	25%
Percentage of Tested Scoring 85-100	6%	9%	17%	0%	0%	0%
U.S. History and Government						
Number Tested	326	306	248	28	22	34
Number Scoring 55-100	262	266	188	8	11	7
Number Scoring 65-100	197	210	153	5	5	4
Number Scoring 85-100	40	68	60	1	1	0
Percentage of Tested Scoring 55-100	80%	87%	76%	29%	50%	21%
Percentage of Tested Scoring 65-100	60%	69%	62%	18%	23%	12%
Percentage of Tested Scoring 85-100	12%	22%	24%	4%	5%	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	458	401	288	39	34	20
Number Scoring 55-100	358	277	198	13	10	4
Number Scoring 65-100	252	191	125	8	6	2
Number Scoring 85-100	24	14	13	0	0	0
Percentage of Tested Scoring 55-100	78%	69%	69%	33%	29%	20%
Percentage of Tested Scoring 65-100	55%	48%	43%	21%	18%	10%
Percentage of Tested Scoring 85-100	5%	3%	5%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	4	1	2	1	0	0
Number Scoring 55-100	#	#	#	#	0	0
Number Scoring 65-100	#	#	#	#	0	0
Number Scoring 85-100	#	#	#	#	0	0
Percentage of Tested Scoring 55-100	#	#	#	#	0%	0%
Percentage of Tested Scoring 65-100	#	#	#	#	0%	0%
Percentage of Tested Scoring 85-100	#	#	#	#	0%	0%
Physical Setting/Chemistry						
Number Tested	183	170	143	5	5	4
Number Scoring 55-100	87	79	80	1	0	#
Number Scoring 65-100	41	36	38	0	0	#
Number Scoring 85-100	2	4	4	0	0	#
Percentage of Tested Scoring 55-100	48%	46%	56%	20%	0%	#
Percentage of Tested Scoring 65-100	22%	21%	27%	0%	0%	#
Percentage of Tested Scoring 85-100	1%	2%	3%	0%	0%	#
Physical Setting/Physics						
Number Tested			26			1
Number Scoring 55-100			9			#
Number Scoring 65-100			6			#
Number Scoring 85-100			1			#
Percentage of Tested Scoring 55-100			35%			#
Percentage of Tested Scoring 65-100			23%			#
Percentage of Tested Scoring 85-100			4%			#

* 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	12	14	0	0	0	0
Number Scoring 55-100	11	14	0	0	0	0
Number Scoring 65-100	11	14	0	0	0	0
Number Scoring 85-100	3	12	0	0	0	0
Percentage of Tested Scoring 55-100	92%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	25%	86%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	23	18	19	0	1	0
Number Scoring 55-100	23	18	19	0	#	0
Number Scoring 65-100	23	18	17	0	#	0
Number Scoring 85-100	6	9	8	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	89%	0%	#	0%
Percentage of Tested Scoring 85-100	26%	50%	42%	0%	#	0%
Comprehensive German						
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 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	128	162	38	1	0	4
Number Scoring 55-100	123	157	33	#	0	#
Number Scoring 65-100	119	154	32	#	0	#
Number Scoring 85-100	76	114	31	#	0	#
Percentage of Tested Scoring 55-100	96%	97%	87%	#	0%	#
Percentage of Tested Scoring 65-100	93%	95%	84%	#	0%	#
Percentage of Tested Scoring 85-100	59%	70%	82%	#	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	100	93	12	0	0	0
Number Scoring 55-100	73	42	3	0	0	0
Number Scoring 65-100	67	36	3	0	0	0
Number Scoring 85-100	23	4	0	0	0	0
Percentage of Tested Scoring 55-100	73%	45%	25%	0%	0%	0%
Percentage of Tested Scoring 65-100	67%	39%	25%	0%	0%	0%
Percentage of Tested Scoring 85-100	23%	4%	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	213	80%	131	75%	9	0%
Students with Disabilities	4	#	9	56%	2	#

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	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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	3	0	#	#	#	#
Social Studies	2	1	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	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	259	259	259	34	34	34	293	293	293
Number Scoring 55–64	47	29	56	1	2	8	48	31	64
Number Scoring 65–84	128	105	159	5	5	1	133	110	160
Number Scoring 85–100	24	62	16	0	1	0	24	63	16
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
Listening and Speaking (Grade 7-8)						
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 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			84			19
Beginning (0-18)			1			1
Intermediate (19-31)			11			3
Advanced (32-36)			37			8
Proficient (37-39)			35			7
Reading and Writing (Grade 9-12)						
Number Tested			84			19
Beginning (0-14)			7			5
Intermediate (15-24)			35			11
Advanced (25-32)			37			3
Proficient (33-35)			5			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)