

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 66-23-00-01-0038  
 Name: Lincoln High School  
 Principal: Edwin Quezada

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	272	608	660
Tenth	359	305	348
Eleventh	225	181	196
Twelfth	142	159	134
Ungraded Secondary	237	230	235
Total K-12 Enrollment	1235	1483	1573

### 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	45	3.6%	58	3.9%	65	4.1%
Black (Not Hispanic)	479	38.8%	596	40.2%	609	38.7%
Hispanic	510	41.3%	623	42.0%	702	44.6%
White (Not Hispanic)	201	16.3%	206	13.9%	197	12.5%

### 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	24	26	22
Mathematics Grade 10	20	26	27
Science Grade 10	8	28	30
Social Studies Grade 10	21	28	27

(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>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	86	7.0%	133	9.0%	160	10.2%
<b>Eligible for Free Lunch</b>	841	68.1%	1016	68.5%	1144	72.7%

**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>		81.9%		84.5%		83.5%
<b>Student Suspensions</b>	161	12.1%	208	16.8%	260	17.5%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	3.8%	4.2%	5.1%
<b>Public Assistance</b>	71-80%	71-80%	71-80%
<b>Student Stability</b>	85%	90%	84%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	114
Total Other Professional Staff	15
Total Paraprofessionals	NA
Teaching Out of Certification*	3

\*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	93	7	8%	123	8	7%	115	11	10%
Students with Disabilities	16	0	0%	16	1	6%	19	1	5%
All Students	109	7	6%	139	9	6%	134	12	9%

\*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	46	37	8	6	34	3
Percent	34%	28%	6%	4%	25%	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)
19	1	22	41

\*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	19		28		55	5.3%
	Entered GED Program*	95		85		97	9.3%
	Total Noncompleters	114		113		152	14.6%
Students with Disabilities	Dropped Out	6		7		10	3.5%
	Entered GED Program*	20		32		16	5.5%
	Total Noncompleters	26		39		26	9.0%
All Students	Dropped Out	25	2.0%	35	2.4%	65	4.9%
	Entered GED Program*	115	9.3%	117	7.9%	113	8.5%
	Total Noncompleters	140	11.3%	152	10.2%	178	13.4%

\*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	0	240	1073
	Number of Students with Disabilities	0	10	227
	Number of All Students	0	250	1300
	Percent of Enrollment	0%	17%	83%

## 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; completion 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	3	#	8	75%	2	#
Science	29	66%	6	83%	3	#
Reading	1	#	2	#	0	0%
Writing	1	#	2	#	0	0%
Global Studies	9	33%	2	#	4	#
U.S. Hist & Gov't	9	33%	3	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	36	61%	49	51%	86	41%
Science	47	51%	69	22%	72	35%
Reading	12	75%	37	49%	20	45%
Writing	4	#	32	66%	28	46%
Global Studies	38	55%	36	22%	47	26%
U.S. Hist & Gov't	19	79%	21	52%	34	32%

(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	197	253	278	12	32	32
Number Scoring 55–100	158	167	213	7	5	5
Number Scoring 65–100	103	119	183	2	5	5
Number Scoring 85–100	12	27	40	0	1	0
Percentage of Tested Scoring 55–100	80%	66%	77%	58%	16%	16%
Percentage of Tested Scoring 65–100	52%	47%	66%	17%	16%	16%
Percentage of Tested Scoring 85–100	6%	11%	14%	0%	3%	0%
<b>Mathematics A</b>						
Number Tested	164	392	194	8	41	37
Number Scoring 55–100	68	150	122	4	3	14
Number Scoring 65–100	39	83	64	4	1	5
Number Scoring 85–100	3	4	0	0	0	0
Percentage of Tested Scoring 55–100	41%	38%	63%	50%	7%	38%
Percentage of Tested Scoring 65–100	24%	21%	33%	50%	2%	14%
Percentage of Tested Scoring 85–100	2%	1%	0%	0%	0%	0%
<b>Mathematics B</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>Global History and Geography</b>						
Number Tested	202	304	359	28	33	36
Number Scoring 55–100	122	166	217	8	7	6
Number Scoring 65–100	71	115	135	3	4	2
Number Scoring 85–100	2	7	16	0	0	0
Percentage of Tested Scoring 55–100	60%	55%	60%	29%	21%	17%
Percentage of Tested Scoring 65–100	35%	38%	38%	11%	12%	6%
Percentage of Tested Scoring 85–100	1%	2%	4%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	200	206	233	17	20	30
Number Scoring 55–100	144	144	148	6	5	12
Number Scoring 65–100	74	93	102	2	5	9
Number Scoring 85–100	9	12	23	0	1	2
Percentage of Tested Scoring 55–100	72%	70%	64%	35%	25%	40%
Percentage of Tested Scoring 65–100	37%	45%	44%	12%	25%	30%
Percentage of Tested Scoring 85–100	4%	6%	10%	0%	5%	7%

(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	272	544	472	25	71	45
Number Scoring 55–100	215	244	274	16	7	12
Number Scoring 65–100	148	166	183	7	4	4
Number Scoring 85–100	8	11	11	0	0	0
Percentage of Tested Scoring 55–100	79%	45%	58%	64%	10%	27%
Percentage of Tested Scoring 65–100	54%	31%	39%	28%	6%	9%
Percentage of Tested Scoring 85–100	3%	2%	2%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	6	1	1	2	0	0
Number Scoring 55–100	0	#	#	#	0	0
Number Scoring 65–100	0	#	#	#	0	0
Number Scoring 85–100	0	#	#	#	0	0
Percentage of Tested Scoring 55–100	0%	#	#	#	0%	0%
Percentage of Tested Scoring 65–100	0%	#	#	#	0%	0%
Percentage of Tested Scoring 85–100	0%	#	#	#	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	106	152	207	3	3	6
Number Scoring 55–100	35	47	60	#	#	0
Number Scoring 65–100	20	17	22	#	#	0
Number Scoring 85–100	1	1	2	#	#	0
Percentage of Tested Scoring 55–100	33%	31%	29%	#	#	0%
Percentage of Tested Scoring 65–100	19%	11%	11%	#	#	0%
Percentage of Tested Scoring 85–100	1%	1%	1%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			23			0
Number Scoring 55–100			11			0
Number Scoring 65–100			6			0
Number Scoring 85–100			1			0
Percentage of Tested Scoring 55–100			48%			0%
Percentage of Tested Scoring 65–100			26%			0%
Percentage of Tested Scoring 85–100			4%			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	11	0	2	0	0	0
Number Scoring 55–100	7	0	#	0	0	0
Number Scoring 65–100	4	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	64%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	36%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	3	0	19	0	0	0
Number Scoring 55–100	#	0	19	0	0	0
Number Scoring 65–100	#	0	19	0	0	0
Number Scoring 85–100	#	0	13	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%	68%	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	66	18	43	0	0	0
Number Scoring 55–100	61	17	43	0	0	0
Number Scoring 65–100	58	17	43	0	0	0
Number Scoring 85–100	35	12	34	0	0	0
Percentage of Tested Scoring 55–100	92%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	53%	67%	79%	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	20	3	0	0	1	0
Number Scoring 55–100	16	#	0	0	#	0
Number Scoring 65–100	15	#	0	0	#	0
Number Scoring 85–100	11	#	0	0	#	0
Percentage of Tested Scoring 55–100	80%	#	0%	0%	#	0%
Percentage of Tested Scoring 65–100	75%	#	0%	0%	#	0%
Percentage of Tested Scoring 85–100	55%	#	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	1	#	0	0%	115	58%
Students with Disabilities	0	0%	0	0%	22	23%

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

	Count of Students					
Test	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	3	2	#	#	#	#
Social Studies	3	2	#	#	#	#
Mathematics	4	1	#	#	#	#
Science	1	4	#	#	#	#

## 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	108	108	108	23	23	23	131	131	131
Number Scoring 55–64	19	19	23	1	1	1	20	20	24
Number Scoring 65–84	55	47	58	2	5	4	57	52	62
Number Scoring 85–100	2	10	3	0	1	0	2	11	3
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<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			105			18
Beginning (0-18)			3			3
Intermediate (19-31)			12			2
Advanced (32-36)			36			5
Proficient (37-39)			54			8
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			104			18
Beginning (0-14)			9			6
Intermediate (15-24)			33			9
Advanced (25-32)			57			2
Proficient (33-35)			5			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)