

New York State District Report Card Comprehensive Information Report

BEDS Code: 06-08-00-01-0000
 Name: Dunkirk City School District
 Superintendent: Carl Militello

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	136	139	134
First	151	151	147
Second	141	147	137
Third	161	152	147
Fourth	148	162	137
Fifth	176	160	162
Sixth	209	175	153
Ungraded Elementary	0	0	13
Seventh	189	194	183
Eighth	156	175	176
Ninth	182	195	213
Tenth	176	166	190
Eleventh	142	153	142
Twelfth	146	132	127
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2113	2101	2061

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	24	1.1%	23	1.1%	22	1.1%
Black (Not Hispanic)	196	9.3%	181	8.6%	183	8.9%
Hispanic	696	32.9%	702	33.4%	705	34.2%
White (Not Hispanic)	1197	56.6%	1195	56.9%	1151	55.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	20	20
Common Branch	19	19	18
English Grade 8	17	17	17
Mathematics Grade 8	13	16	18
Science Grade 8	16	18	18
Social Studies Grade 8	16	17	18
English Grade 10	15	19	17
Mathematics Grade 10	13	15	17
Science Grade 10	22	21	24
Social Studies Grade 10	19	20	16

(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
NA	NA

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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	246	11.6%	279	13.3%	262	12.7%
Eligible for Free Lunch	866	41.0%	1055	50.2%	968	47.0%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.6%		94.3%		94.2%
Student Suspensions	221	10.2%	252	11.9%	213	10.1%

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

	2002-03	2003-04	2004-05
Reduced Lunch	7.0%	11.1%	11.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	218
Total Other Professional Staff	45
Total Paraprofessionals	74
Teaching Out of Certification*	7

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	126	113	108
	Regents Diplomas	68	78	86
	% Regents Diplomas	54%	69%	80%
	Regents Diplomas with Advanced Designation**			37
	% Regents Diplomas with Advanced Designation			34%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	9	3	8
	Regents Diplomas	1	0	2
	% Regents Diplomas	11%	0%	25%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	8	2	6
All Students	Total Graduates*	135	116	116
	Regents Diplomas	69	78	88
	% Regents Diplomas	51%	67%	76%
	Regents Diplomas with Advanced Designation**			37
	% Regents Diplomas with Advanced Designation			32%
	IEP Diplomas or Local Certificates	8	2	6

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	46	45	0	4	11	0	0	2
	Percent	43%	42%	0%	4%	10%	0%	0%	2%
Students with Disabilities	Number	1	5	0	0	2	0	0	0
	Percent	12%	62%	0%	0%	25%	0%	0%	0%
All Students	Number	47	50	0	4	13	0	0	2
	Percent	41%	43%	0%	3%	11%	0%	0%	2%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	29		25	4.3%	31	5.1%
	Entered GED Program*	3		10	1.7%	13	2.1%
	Total Noncompleters	32		35	6.0%	44	7.2%
Students with Disabilities	Dropped Out	8		19	18.3%	18	14.5%
	Entered GED Program*	0		1	1.0%	3	2.4%
	Total Noncompleters	8		20	19.2%	21	16.9%
All Students	Dropped Out	37	5.7%	44	6.4%	49	6.7%
	Entered GED Program*	3	0.5%	11	1.6%	16	2.2%
	Total Noncompleters	40	6.2%	55	8.0%	65	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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	152	149	159
	Number of Students with Disabilities	0	26	17
	Number of All Students	152	175	176
	Percent of Enrollment	27%	32%	34%
9-12	Number of General-Education Students	0	579	596
	Number of Students with Disabilities	0	67	76
	Number of All Students	0	646	672
	Percent of Enrollment	0%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	26		
Completed and Passed Regents Exams	25	96%	80%
Completed and had Course Average of 75% or More	25	96%	82%
Completed and Attained a HS Diploma or Equivalent	26	100%	96%
Completed and Whose Status is Known	26		
Completed and Were Successfully Placed	26	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	9	9%	25%
Underrepresented Gender Members Who Completed	0	0%	19%

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	23	78%	25	92%	22	95%
German	31	94%	32	75%	33	91%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	27	85%	34	59%	43	79%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	3	#	3	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	1	#
Science	2	#	3	#	0	0%
Reading	1	#	3	#	2	#
Writing	1	#	3	#	1	#
Global Studies	1	#	3	#	0	0%
U.S. Hist & Gov't	1	#	2	#	2	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	80%	21	38%	25	40%
Science	4	#	29	52%	6	17%
Reading	10	90%	9	67%	12	92%
Writing	8	88%	9	89%	11	100%
Global Studies	12	25%	11	27%	12	17%
U.S. Hist & Gov't	3	#	6	33%	13	54%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	149	131	140	9	10	9
Number Scoring 55-100	126	115	119	2	3	5
Number Scoring 65-100	104	101	88	1	1	0
Number Scoring 85-100	26	30	21	0	0	0
Percentage of Tested Scoring 55-100	85%	88%	85%	22%	30%	56%
Percentage of Tested Scoring 65-100	70%	77%	63%	11%	10%	0%
Percentage of Tested Scoring 85-100	17%	23%	15%	0%	0%	0%
Mathematics A						
Number Tested	153	130	152	7	8	8
Number Scoring 55-100	131	128	145	2	7	7
Number Scoring 65-100	115	115	130	1	6	5
Number Scoring 85-100	42	35	47	0	1	0
Percentage of Tested Scoring 55-100	86%	98%	95%	29%	88%	88%
Percentage of Tested Scoring 65-100	75%	88%	86%	14%	75%	62%
Percentage of Tested Scoring 85-100	27%	27%	31%	0%	12%	0%
Mathematics B						
Number Tested	0	28	72	0	0	2
Number Scoring 55-100	0	15	43	0	0	#
Number Scoring 65-100	0	11	27	0	0	#
Number Scoring 85-100	0	1	3	0	0	#
Percentage of Tested Scoring 55-100	0%	54%	60%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	39%	38%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	4%	4%	0%	0%	#
Global History and Geography						
Number Tested	177	168	184	22	22	14
Number Scoring 55-100	145	135	154	13	10	7
Number Scoring 65-100	127	108	118	9	7	1
Number Scoring 85-100	35	36	28	0	0	0
Percentage of Tested Scoring 55-100	82%	80%	84%	59%	45%	50%
Percentage of Tested Scoring 65-100	72%	64%	64%	41%	32%	7%
Percentage of Tested Scoring 85-100	20%	21%	15%	0%	0%	0%
U.S. History and Government						
Number Tested	125	137	133	9	9	15
Number Scoring 55-100	115	124	102	6	4	7
Number Scoring 65-100	104	108	86	6	1	4
Number Scoring 85-100	31	42	53	0	0	1
Percentage of Tested Scoring 55-100	92%	91%	77%	67%	44%	47%
Percentage of Tested Scoring 65-100	83%	79%	65%	67%	11%	27%
Percentage of Tested Scoring 85-100	25%	31%	40%	0%	0%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	158	152	176	17	12	19
Number Scoring 55-100	143	142	155	10	9	9
Number Scoring 65-100	132	126	128	10	5	6
Number Scoring 85-100	23	27	19	1	1	0
Percentage of Tested Scoring 55-100	91%	93%	88%	59%	75%	47%
Percentage of Tested Scoring 65-100	84%	83%	73%	59%	42%	32%
Percentage of Tested Scoring 85-100	15%	18%	11%	6%	8%	0%
Physical Setting/Earth Science						
Number Tested	86	93	113	0	2	5
Number Scoring 55-100	83	83	93	0	#	3
Number Scoring 65-100	79	72	77	0	#	3
Number Scoring 85-100	31	26	21	0	#	0
Percentage of Tested Scoring 55-100	97%	89%	82%	0%	#	60%
Percentage of Tested Scoring 65-100	92%	77%	68%	0%	#	60%
Percentage of Tested Scoring 85-100	36%	28%	19%	0%	#	0%
Physical Setting/Chemistry						
Number Tested	60	80	70	0	0	1
Number Scoring 55-100	60	78	70	0	0	#
Number Scoring 65-100	56	69	61	0	0	#
Number Scoring 85-100	12	15	14	0	0	#
Percentage of Tested Scoring 55-100	100%	97%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	93%	86%	87%	0%	0%	#
Percentage of Tested Scoring 85-100	20%	19%	20%	0%	0%	#
Physical Setting/Physics						
Number Tested		12	18		0	0
Number Scoring 55-100		12	15		0	0
Number Scoring 65-100		12	10		0	0
Number Scoring 85-100		2	2		0	0
Percentage of Tested Scoring 55-100		100%	83%		0%	0%
Percentage of Tested Scoring 65-100		100%	56%		0%	0%
Percentage of Tested Scoring 85-100		17%	11%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	26	18	30	0	0	0
Number Scoring 55-100	26	18	30	0	0	0
Number Scoring 65-100	26	18	29	0	0	0
Number Scoring 85-100	19	13	20	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	73%	72%	67%	0%	0%	0%
Comprehensive Italian						
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 German						
Number Tested	24	20	16	0	0	0
Number Scoring 55-100	24	20	16	0	0	0
Number Scoring 65-100	24	20	16	0	0	0
Number Scoring 85-100	19	15	11	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	79%	75%	69%	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	34	46	53	0	0	1
Number Scoring 55-100	34	46	53	0	0	#
Number Scoring 65-100	34	45	52	0	0	#
Number Scoring 85-100	17	30	31	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	98%	98%	0%	0%	#
Percentage of Tested Scoring 85-100	50%	65%	58%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	145	19%	17%	52%	11%
	Students with Disabilities	25	52%	20%	28%	0%
	All Students	170	24%	18%	49%	9%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	157	10%	46%	39%	5%
	Students with Disabilities	21	14%	71%	14%	0%
	All Students	178	11%	49%	36%	4%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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	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

2001 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	111	111	111	22	22	22	133	133	133
Number Scoring 55–64	8	7	4	5	5	6	13	12	10
Number Scoring 65–84	54	43	59	6	1	5	60	44	64
Number Scoring 85–100	34	39	36	0	0	0	34	39	36
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		73	88		8	10
Beginning		1	2		1	0
Intermediate		19	21		5	6
Advanced		24	45		2	4
Proficient		29	20		0	0
Reading and Writing (Grade K-1)						
Number Tested		73	88		8	10
Beginning		19	31		2	4
Intermediate		17	37		4	5
Advanced		25	11		2	1
Proficient		12	9		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		61	59		6	8
Beginning		1	1		0	0
Intermediate		9	6		2	1
Advanced		17	35		2	7
Proficient		34	17		2	0
Reading and Writing (Grade 2-4)						
Number Tested		61	59		6	8
Beginning		14	4		3	2
Intermediate		30	17		3	5
Advanced		15	30		0	1
Proficient		2	8		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		37	50		7	17
Beginning		0	5		0	1
Intermediate		4	7		0	5
Advanced		5	30		3	9
Proficient		28	8		4	2
Reading and Writing (Grade 5-6)						
Number Tested		37	49		7	16
Beginning		4	12		2	6
Intermediate		15	10		4	6
Advanced		18	22		1	4
Proficient		0	5		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 - K)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		25	27		4	3
Beginning		3	1		#	#
Intermediate		6	4		#	#
Advanced		5	14		#	#
Proficient		11	8		#	#
Reading and Writing (Grade 7-8)						
Number Tested		25	26		4	3
Beginning		6	3		#	#
Intermediate		11	8		#	#
Advanced		8	9		#	#
Proficient		0	6		#	#
Listening and Speaking (Grade 9-12)						
Number Tested		23	16		4	2
Beginning		6	2		#	#
Intermediate		5	7		#	#
Advanced		5	4		#	#
Proficient		7	3		#	#
Reading and Writing (Grade 9-12)						
Number Tested		23	16		4	2
Beginning		8	3		#	#
Intermediate		8	8		#	#
Advanced		6	3		#	#
Proficient		1	2		#	#

*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)