

# New York State School Report Card Comprehensive Information Report

BEDS Code: 26-16-00-01-0074  
 Name: School Of The Arts  
 Principal: Brenda Pacheco-Rivera

Grade Range : 7-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	125	143	0
Ungraded Elementary	11	3	0
Seventh	127	126	245
Eighth	148	122	155
Ninth	172	171	205
Tenth	183	153	165
Eleventh	149	161	136
Twelfth	129	131	152
Ungraded Secondary	65	61	0
Total K-12 Enrollment	1109	1071	1058

## 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	26	2.3%	23	2.1%	26	2.5%
Black (Not Hispanic)	546	49.2%	538	50.2%	549	51.9%
Hispanic	196	17.7%	176	16.4%	166	15.7%
White (Not Hispanic)	341	30.7%	334	31.2%	317	30.0%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	22	24	0
English Grade 8	24	23	23
Mathematics Grade 8	23	23	26
Science Grade 8	23	23	23
Social Studies Grade 8	25	25	27
English Grade 10	25	26	26
Mathematics Grade 10	25	28	28
Science Grade 10	23	20	0
Social Studies Grade 10	29	28	24

(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
40	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 lower 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	11	1.0%	10	0.9%	2	0.2%
Eligible for Free Lunch	421	38.0%	466	43.5%	415	39.2%

### 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		93.9%		93.8%		93.8%
Student Suspensions	107	9.4%	273	24.6%	137	12.8%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	8.9%	12.5%	11.3%
Public Assistance	31-40%	21-30%	21-30%
Student Stability	98%	100%	98%

### Staff Counts

Staff	2004-05
Total Teachers	85
Total Other Professional Staff	21
Total Paraprofessionals	NA
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
<b>General-Education Students</b>	Total Graduates*	127	145	139
	Regents Diplomas	55	80	103
	% Regents Diplomas	43%	55%	74%
	Regents Diplomas with Advanced Designation**			33
	% Regents Diplomas with Advanced Designation			24%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	3	17	13
	Regents Diplomas	2	6	5
	% Regents Diplomas	67%	35%	38%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	5	0	0
<b>All Students</b>	Total Graduates*	130	162	152
	Regents Diplomas	57	86	108
	% Regents Diplomas	44%	53%	71%
	Regents Diplomas with Advanced Designation**			33
	% Regents Diplomas with Advanced Designation			22%
	IEP Diplomas or Local Certificates	5	0	0

\* 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
<b>General-Education Students</b>	<b>Number</b>	72	63	2	1	1	0	0	0
	<b>Percent</b>	52%	45%	1%	1%	1%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	4	9	0	0	0	0	0	0
	<b>Percent</b>	31%	69%	0%	0%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	76	72	2	1	1	0	0	0
	<b>Percent</b>	50%	47%	1%	1%	1%	0%	0%	0%

## 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.
<b>General-Education Students</b>	Dropped Out	11		13	2.2%	13	2.1%
	Entered GED Program*	3		3	0.5%	5	0.8%
	Total Noncompleters	14		16	2.7%	18	3.0%
<b>Students with Disabilities</b>	Dropped Out	1		3	4.5%	1	1.8%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		3	4.5%	1	1.8%
<b>All Students</b>	Dropped Out	12	1.8%	16	2.4%	14	2.1%
	Entered GED Program*	3	0.4%	3	0.5%	5	0.8%
	Total Noncompleters	15	2.2%	19	2.9%	19	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	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	0	219	0
	Number of Students with Disabilities	0	45	0
	Number of All Students	0	264	0
	Percent of Enrollment	0%	64%	0%
9-12	Number of General-Education Students	538	594	599
	Number of Students with Disabilities	62	67	59
	Number of All Students	600	661	658
	Percent of Enrollment	88%	100%	100%

(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	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	29	100%	49	96%	34	97%
Spanish	92	93%	65	88%	73	88%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	1	#	0	0%	1	#
Spanish	7	86%	11	64%	9	56%

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	4	#
Science	1	#	6	50%	3	#
Reading	0	0%	5	80%	3	#
Writing	0	0%	1	#	6	100%
Global Studies	3	#	7	29%	5	80%
U.S. Hist & Gov't	0	0%	2	#	6	83%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	178	192	155	19	24	9
Number Scoring 55-100	161	177	132	18	18	5
Number Scoring 65-100	144	142	106	14	10	2
Number Scoring 85-100	33	40	38	1	2	1
Percentage of Tested Scoring 55-100	90%	92%	85%	95%	75%	56%
Percentage of Tested Scoring 65-100	81%	74%	68%	74%	42%	22%
Percentage of Tested Scoring 85-100	19%	21%	25%	5%	8%	11%
<b>Mathematics A</b>						
Number Tested	270	182	114	23	11	11
Number Scoring 55-100	165	181	107	11	11	7
Number Scoring 65-100	113	169	92	9	10	3
Number Scoring 85-100	17	33	17	0	4	1
Percentage of Tested Scoring 55-100	61%	99%	94%	48%	100%	64%
Percentage of Tested Scoring 65-100	42%	93%	81%	39%	91%	27%
Percentage of Tested Scoring 85-100	6%	18%	15%	0%	36%	9%
<b>Mathematics B</b>						
Number Tested	0	38	57	0	0	3
Number Scoring 55-100	0	29	47	0	0	#
Number Scoring 65-100	0	26	38	0	0	#
Number Scoring 85-100	0	7	12	0	0	#
Percentage of Tested Scoring 55-100	0%	76%	82%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	68%	67%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	18%	21%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	242	224	185	30	24	17
Number Scoring 55-100	182	192	151	17	18	12
Number Scoring 65-100	147	154	110	14	9	5
Number Scoring 85-100	30	46	46	2	2	2
Percentage of Tested Scoring 55-100	75%	86%	82%	57%	75%	71%
Percentage of Tested Scoring 65-100	61%	69%	59%	47%	38%	29%
Percentage of Tested Scoring 85-100	12%	21%	25%	7%	8%	12%
<b>U.S. History and Government</b>						
Number Tested	171	170	157	16	13	15
Number Scoring 55-100	167	161	126	16	11	9
Number Scoring 65-100	154	129	106	16	8	5
Number Scoring 85-100	61	55	48	8	4	2
Percentage of Tested Scoring 55-100	98%	95%	80%	100%	85%	60%
Percentage of Tested Scoring 65-100	90%	76%	68%	100%	62%	33%
Percentage of Tested Scoring 85-100	36%	32%	31%	50%	31%	13%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	155	215	180	12	24	15
Number Scoring 55-100	142	199	159	9	17	11
Number Scoring 65-100	124	168	137	8	13	9
Number Scoring 85-100	23	25	17	0	2	1
Percentage of Tested Scoring 55-100	92%	93%	88%	75%	71%	73%
Percentage of Tested Scoring 65-100	80%	78%	76%	67%	54%	60%
Percentage of Tested Scoring 85-100	15%	12%	9%	0%	8%	7%
<b>Physical Setting/Earth Science</b>						
Number Tested	139	138	185	12	10	15
Number Scoring 55-100	136	132	178	12	9	14
Number Scoring 65-100	125	121	148	10	8	6
Number Scoring 85-100	43	36	43	3	1	1
Percentage of Tested Scoring 55-100	98%	96%	96%	100%	90%	93%
Percentage of Tested Scoring 65-100	90%	88%	80%	83%	80%	40%
Percentage of Tested Scoring 85-100	31%	26%	23%	25%	10%	7%
<b>Physical Setting/Chemistry</b>						
Number Tested	77	79	50	1	3	2
Number Scoring 55-100	67	73	50	#	#	#
Number Scoring 65-100	40	56	47	#	#	#
Number Scoring 85-100	3	5	11	#	#	#
Percentage of Tested Scoring 55-100	87%	92%	100%	#	#	#
Percentage of Tested Scoring 65-100	52%	71%	94%	#	#	#
Percentage of Tested Scoring 85-100	4%	6%	22%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested		18	14		0	0
Number Scoring 55-100		17	14		0	0
Number Scoring 65-100		14	14		0	0
Number Scoring 85-100		3	4		0	0
Percentage of Tested Scoring 55-100		94%	100%		0%	0%
Percentage of Tested Scoring 65-100		78%	100%		0%	0%
Percentage of Tested Scoring 85-100		17%	29%		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
<b>Comprehensive French</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 Italian</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 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	44	50	60	0	1	1
Number Scoring 55-100	44	49	59	0	#	#
Number Scoring 65-100	44	48	56	0	#	#
Number Scoring 85-100	38	31	37	0	#	#
Percentage of Tested Scoring 55-100	100%	98%	98%	0%	#	#
Percentage of Tested Scoring 65-100	100%	96%	93%	0%	#	#
Percentage of Tested Scoring 85-100	86%	62%	62%	0%	#	#
<b>Comprehensive Latin</b>						
Number Tested	36	17	26	0	0	0
Number Scoring 55-100	36	17	26	0	0	0
Number Scoring 65-100	36	17	26	0	0	0
Number Scoring 85-100	10	12	15	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	28%	71%	58%	0%	0%	0%

(Form – H)



## Elementary-Level Social Studies

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>Nov 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%

## Middle-Level Social Studies

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>June 2005</b>	General-Education Students	143	3%	57%	35%	5%
	Students with Disabilities	19	16%	74%	5%	5%
	All Students	162	4%	59%	31%	5%

(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
<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

### 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	150	150	150	21	21	21	171	171	171
Number Scoring 55–64	12	21	7	8	5	2	20	26	9
Number Scoring 65–84	103	62	100	12	6	17	115	68	117
Number Scoring 85–100	27	54	36	0	4	1	27	58	37
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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)