

# New York State School Report Card Comprehensive Information Report

BEDS Code: 41-23-00-01-0024  
 Name: Thomas R. Proctor High School  
 Principal: Dolores Chainey

Grade Range : 9-12

## 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	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	48	29	628
Tenth	587	613	659
Eleventh	535	518	512
Twelfth	426	458	460
Ungraded Secondary	165	202	246
Total K-12 Enrollment	1761	1820	2505

## 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	72	4.1%	81	4.5%	107	4.3%
Black (Not Hispanic)	345	19.6%	359	19.7%	556	22.2%
Hispanic	163	9.3%	184	10.1%	299	11.9%
White (Not Hispanic)	1181	67.1%	1196	65.7%	1543	61.6%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	29	27	27
Mathematics Grade 10	26	25	25
Science Grade 10	26	28	25
Social Studies Grade 10	27	31	31

(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
45	All schools in this group are secondary 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 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	287	16.3%	287	15.8%	262	10.5%
<b>Eligible for Free Lunch</b>	903	51.3%	847	46.5%	1319	52.7%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>Annual Attendance Rate</b>		91.1%		91.3%		90.5%
<b>Student Suspensions</b>	139	8.5%	188	10.7%	160	8.8%

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

	2002-03	2003-04	2004-05
<b>Reduced Lunch</b>	6.2%	6.7%	10.1%
<b>Public Assistance</b>	31-40%	31-40%	31-40%
<b>Student Stability</b>	100%	98%	100%

### Staff Counts

Staff	2004-05
Total Teachers	164
Total Other Professional Staff	30
Total Paraprofessionals	NA
Teaching Out of Certification*	4

\*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*	360	397	384
	Regents Diplomas	174	151	260
	% Regents Diplomas	48%	38%	68%
	Regents Diplomas with Advanced Designation**			95
	% Regents Diplomas with Advanced Designation			25%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	40	32	41
	Regents Diplomas	3	1	2
	% Regents Diplomas	7%	3%	5%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	19	33	22
<b>All Students</b>	Total Graduates*	400	429	425
	Regents Diplomas	177	152	262
	% Regents Diplomas	44%	35%	62%
	Regents Diplomas with Advanced Designation**			95
	% Regents Diplomas with Advanced Designation			22%
	IEP Diplomas or Local Certificates	19	33	22

\* 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>	101	230	4	2	38	0	9	0
	<b>Percent</b>	26%	60%	1%	1%	10%	0%	2%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	25	1	1	13	0	1	0
	<b>Percent</b>	0%	61%	2%	2%	32%	0%	2%	0%
<b>All Students</b>	<b>Number</b>	101	255	5	3	51	0	10	0
	<b>Percent</b>	24%	60%	1%	1%	12%	0%	2%	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	89		88	5.9%	86	4.2%
	Entered GED Program*	51		67	4.5%	70	3.4%
	Total Noncompleters	140		155	10.3%	156	7.6%
<b>Students with Disabilities</b>	Dropped Out	30		31	11.2%	28	7.4%
	Entered GED Program*	11		9	3.2%	12	3.2%
	Total Noncompleters	41		40	14.4%	40	10.6%
<b>All Students</b>	Dropped Out	119	6.8%	119	6.7%	114	4.7%
	Entered GED Program*	62	3.5%	76	4.3%	82	3.4%
	Total Noncompleters	181	10.3%	195	11.0%	196	8.0%

\*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	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	37	1079	2094
	Number of Students with Disabilities	67	121	411
	Number of All Students	104	1200	2505
	Percent of Enrollment	6%	66%	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	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

## 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	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	5	80%	4	#
Science	0	0%	19	84%	7	43%
Reading	1	#	4	#	1	#
Writing	0	0%	4	#	0	0%
Global Studies	0	0%	5	80%	2	#
U.S. Hist & Gov't	0	0%	6	83%	3	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	31	68%	98	62%	63	46%
Science	24	0%	101	49%	76	32%
Reading	12	83%	39	82%	19	63%
Writing	0	0%	36	100%	13	92%
Global Studies	1	#	81	23%	33	24%
U.S. Hist & Gov't	8	25%	33	48%	21	76%

(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	502	579	560	19	61	39
Number Scoring 55-100	421	460	482	12	14	20
Number Scoring 65-100	374	366	352	9	8	10
Number Scoring 85-100	127	129	65	1	0	1
Percentage of Tested Scoring 55-100	84%	79%	86%	63%	23%	51%
Percentage of Tested Scoring 65-100	75%	63%	63%	47%	13%	26%
Percentage of Tested Scoring 85-100	25%	22%	12%	5%	0%	3%
<b>Mathematics A</b>						
Number Tested	663	597	601	54	64	53
Number Scoring 55-100	321	480	521	7	22	33
Number Scoring 65-100	224	334	393	6	8	12
Number Scoring 85-100	21	14	44	0	0	0
Percentage of Tested Scoring 55-100	48%	80%	87%	13%	34%	62%
Percentage of Tested Scoring 65-100	34%	56%	65%	11%	12%	23%
Percentage of Tested Scoring 85-100	3%	2%	7%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	203	250	0	1	2
Number Scoring 55-100	0	126	130	0	#	#
Number Scoring 65-100	0	91	84	0	#	#
Number Scoring 85-100	0	9	4	0	#	#
Percentage of Tested Scoring 55-100	0%	62%	52%	0%	#	#
Percentage of Tested Scoring 65-100	0%	45%	34%	0%	#	#
Percentage of Tested Scoring 85-100	0%	4%	2%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	629	660	574	65	69	44
Number Scoring 55-100	452	555	516	18	30	30
Number Scoring 65-100	402	429	431	11	18	21
Number Scoring 85-100	94	151	120	1	3	3
Percentage of Tested Scoring 55-100	72%	84%	90%	28%	43%	68%
Percentage of Tested Scoring 65-100	64%	65%	75%	17%	26%	48%
Percentage of Tested Scoring 85-100	15%	23%	21%	2%	4%	7%
<b>U.S. History and Government</b>						
Number Tested	563	534	545	41	49	34
Number Scoring 55-100	491	462	472	23	23	21
Number Scoring 65-100	431	347	379	17	15	14
Number Scoring 85-100	130	120	126	0	2	2
Percentage of Tested Scoring 55-100	87%	87%	87%	56%	47%	62%
Percentage of Tested Scoring 65-100	77%	65%	70%	41%	31%	41%
Percentage of Tested Scoring 85-100	23%	22%	23%	0%	4%	6%

(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	450	480	406	61	80	43
Number Scoring 55-100	362	348	319	31	29	28
Number Scoring 65-100	263	256	252	19	17	18
Number Scoring 85-100	13	12	16	0	1	1
Percentage of Tested Scoring 55-100	80%	72%	79%	51%	36%	65%
Percentage of Tested Scoring 65-100	58%	53%	62%	31%	21%	42%
Percentage of Tested Scoring 85-100	3%	3%	4%	0%	1%	2%
<b>Physical Setting/Earth Science</b>						
Number Tested	148	228	187	4	10	1
Number Scoring 55-100	138	205	183	#	6	#
Number Scoring 65-100	123	181	171	#	4	#
Number Scoring 85-100	21	28	72	#	1	#
Percentage of Tested Scoring 55-100	93%	90%	98%	#	60%	#
Percentage of Tested Scoring 65-100	83%	79%	91%	#	40%	#
Percentage of Tested Scoring 85-100	14%	12%	39%	#	10%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	152	122	158	0	0	2
Number Scoring 55-100	148	121	154	0	0	#
Number Scoring 65-100	121	108	126	0	0	#
Number Scoring 85-100	21	18	23	0	0	#
Percentage of Tested Scoring 55-100	97%	99%	97%	0%	0%	#
Percentage of Tested Scoring 65-100	80%	89%	80%	0%	0%	#
Percentage of Tested Scoring 85-100	14%	15%	15%	0%	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		73	61		0	0
Number Scoring 55-100		71	57		0	0
Number Scoring 65-100		64	54		0	0
Number Scoring 85-100		15	15		0	0
Percentage of Tested Scoring 55-100		97%	93%		0%	0%
Percentage of Tested Scoring 65-100		88%	89%		0%	0%
Percentage of Tested Scoring 85-100		21%	25%		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	21	26	24	0	0	0
Number Scoring 55-100	20	26	24	0	0	0
Number Scoring 65-100	20	26	23	0	0	0
Number Scoring 85-100	6	8	6	0	0	0
Percentage of Tested Scoring 55-100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	29%	31%	25%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	61	64	69	0	0	0
Number Scoring 55-100	59	61	66	0	0	0
Number Scoring 65-100	51	57	65	0	0	0
Number Scoring 85-100	19	22	20	0	0	0
Percentage of Tested Scoring 55-100	97%	95%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	84%	89%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	31%	34%	29%	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	217	162	163	1	1	0
Number Scoring 55-100	194	155	150	#	#	0
Number Scoring 65-100	177	144	132	#	#	0
Number Scoring 85-100	82	59	56	#	#	0
Percentage of Tested Scoring 55-100	89%	96%	92%	#	#	0%
Percentage of Tested Scoring 65-100	82%	89%	81%	#	#	0%
Percentage of Tested Scoring 85-100	38%	36%	34%	#	#	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)

## 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	3	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	7	0	0	0	1	6
Social Studies	7	0	1	3	2	1
Mathematics	7	0	1	3	2	1
Science	7	0	1	2	1	3

### 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	419	419	419	77	77	77	496	496	496
Number Scoring 55–64	36	49	37	7	7	13	43	56	50
Number Scoring 65–84	244	206	245	16	15	18	260	221	263
Number Scoring 85–100	83	108	95	1	2	0	84	110	95
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 7–8)</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 7–8)</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 9–12)</b>						
Number Tested		228	232		3	4
Beginning		11	11		#	#
Intermediate		38	58		#	#
Advanced		86	84		#	#
Proficient		93	79		#	#
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		228	233		3	4
Beginning		22	28		#	#
Intermediate		67	59		#	#
Advanced		119	69		#	#
Proficient		20	77		#	#

\*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)