

New York State School Report Card Comprehensive Information Report

BEDS Code: 42-18-00-01-0022
 Name: Frazer School
 Principal: Dean Desantis

Grade Range : K-8

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	66	79	68
First	65	72	72
Second	59	79	83
Third	68	77	84
Fourth	61	82	85
Fifth	74	79	91
Sixth	72	94	98
Ungraded Elementary	69	0	0
Seventh	144	165	165
Eighth	118	153	142
Ninth	0	0	0
Tenth	0	0	0
Eleventh	0	0	0
Twelfth	0	0	0
Ungraded Secondary	28	0	0
Total K-12 Enrollment	824	880	888

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	95	11.5%	193	21.9%	200	22.5%
Black (Not Hispanic)	226	27.4%	295	33.5%	268	30.2%
Hispanic	71	8.6%	93	10.6%	102	11.5%
White (Not Hispanic)	432	52.4%	299	34.0%	318	35.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	19	18
Common Branch	20	21	21
English Grade 8	21	21	24
Mathematics Grade 8	22	21	24
Science Grade 8	22	21	0
Social Studies Grade 8	21	21	23
English Grade 10	0	0	0
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	0	0

(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
6	All schools in this group are elementary level schools in large cities other than New York City. The schools in this group are in the higher range of student needs for elementary 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	125	15.2%	146	16.6%	176	19.8%
Eligible for Free Lunch	596	72.3%	596	67.7%	779	87.7%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		90.3%		93.2%		95.5%
Student Suspensions	306	35.9%	121	14.7%	109	12.4%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	11.4%	9.9%	0.0%
Public Assistance	81-90%	71-80%	81-90%
Student Stability	81%	76%	93%

Staff Counts

Staff	2004-05
Total Teachers	72
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	4

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

(Form – B)

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	103	261	252
	Number of Students with Disabilities	15	41	69
	Number of All Students	118	302	321
	Percent of Enrollment	32%	73%	79%
9-12	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%

(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	35	100%	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	2	#	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	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	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
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	69	19%	17%	52%	12%
	Students with Disabilities	13	54%	15%	31%	0%
	All Students	82	24%	17%	49%	10%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	111	12%	65%	23%	1%
	Students with Disabilities	23	30%	70%	0%	0%
	All Students	134	15%	66%	19%	1%

(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	4	0	#	#	#	#
Middle Level						
Social Studies	3	2	#	#	#	#
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	0	0	0	0	0	0	0	0	0
Number Scoring 55–64	0	0	0	0	0	0	0	0	0
Number Scoring 65–84	0	0	0	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0	0	0	0
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		46	45		3	3
Beginning		2	0		#	#
Intermediate		8	10		#	#
Advanced		15	23		#	#
Proficient		21	12		#	#
Reading and Writing (Grade K-1)						
Number Tested		46	45		3	3
Beginning		17	14		#	#
Intermediate		5	20		#	#
Advanced		21	6		#	#
Proficient		3	5		#	#
Listening and Speaking (Grade 2-4)						
Number Tested		44	48		3	5
Beginning		3	1		#	0
Intermediate		6	6		#	2
Advanced		17	26		#	3
Proficient		18	15		#	0
Reading and Writing (Grade 2-4)						
Number Tested		44	44		3	5
Beginning		13	5		#	2
Intermediate		20	14		#	2
Advanced		8	19		#	1
Proficient		3	6		#	0
Listening and Speaking (Grade 5-6)						
Number Tested		42	20		2	2
Beginning		3	5		#	#
Intermediate		2	3		#	#
Advanced		6	8		#	#
Proficient		31	4		#	#
Reading and Writing (Grade 5-6)						
Number Tested		42	20		2	2
Beginning		4	5		#	#
Intermediate		15	3		#	#
Advanced		21	8		#	#
Proficient		2	4		#	#

*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		24	19		0	1
Beginning		3	1		0	#
Intermediate		3	6		0	#
Advanced		9	9		0	#
Proficient		9	3		0	#
Reading and Writing (Grade 7-8)						
Number Tested		24	19		0	1
Beginning		3	4		0	#
Intermediate		11	6		0	#
Advanced		6	5		0	#
Proficient		4	4		0	#
Listening and Speaking (Grade 9-12)						
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
Reading and Writing (Grade 9-12)						
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)