

# New York State School Report Card Comprehensive Information Report

BEDS Code: 67-02-01-06-0001  
 Name: Attica Senior High School  
 Principal: Rodney Ryan

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	138	153	142
Tenth	137	140	154
Eleventh	154	134	132
Twelfth	168	152	131
Ungraded Secondary	8	1	0
Total K-12 Enrollment	605	580	559

## 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	9	1.5%	7	1.2%	7	1.3%
Black (Not Hispanic)	1	0.2%	1	0.2%	1	0.2%
Hispanic	5	0.8%	5	0.9%	6	1.1%
White (Not Hispanic)	590	97.5%	567	97.8%	545	97.5%

## 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	22	22	22
Mathematics Grade 10	22	17	0
Science Grade 10	24	21	22
Social Studies Grade 10	19	19	22

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	69	11.4%	66	11.4%	115	20.6%

### 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		93.5%		94.7%		91.9%
Student Suspensions	27	4.3%	10	1.7%	14	2.4%

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

	2002-03	2003-04	2004-05
Reduced Lunch	7.6%	7.4%	18.6%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	99%	99%	98%

### Staff Counts

Staff	2004-05
Total Teachers	44
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*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*	142	132	105
	Regents Diplomas	90	97	96
	% Regents Diplomas	63%	73%	91%
	Regents Diplomas with Advanced Designation**			42
	% Regents Diplomas with Advanced Designation			40%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	11	10	11
	Regents Diplomas	0	1	4
	% Regents Diplomas	0%	10%	36%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	3	3	5
<b>All Students</b>	Total Graduates*	153	142	116
	Regents Diplomas	90	98	100
	% Regents Diplomas	59%	69%	86%
	Regents Diplomas with Advanced Designation**			42
	% Regents Diplomas with Advanced Designation			36%
	IEP Diplomas or Local Certificates	3	3	5

\* 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>	29	56	0	7	12	0	0	1
	<b>Percent</b>	28%	53%	0%	7%	11%	0%	0%	1%
<b>Students with Disabilities</b>	<b>Number</b>	0	6	0	0	5	0	0	0
	<b>Percent</b>	0%	55%	0%	0%	45%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	29	62	0	7	17	0	0	1
	<b>Percent</b>	25%	53%	0%	6%	15%	0%	0%	1%

## 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	6		9	1.6%	4	0.8%
	Entered GED Program*	3		0	0.0%	1	0.2%
	Total Noncompleters	9		9	1.6%	5	1.0%
<b>Students with Disabilities</b>	Dropped Out	0		3	5.2%	1	2.1%
	Entered GED Program*	0		1	1.7%	1	2.1%
	Total Noncompleters	0		4	6.9%	2	4.2%
<b>All Students</b>	Dropped Out	6	1.0%	12	1.9%	5	0.9%
	Entered GED Program*	3	0.5%	1	0.2%	2	0.3%
	Total Noncompleters	9	1.5%	13	2.1%	7	1.2%

\*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	140	280	400
	Number of Students with Disabilities	10	20	28
	Number of All Students	150	300	428
	Percent of Enrollment	25%	52%	77%

(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%	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%	0	0%	2	#

## 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	6	100%	1	#	4	#
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	3	#	5	20%	6	83%
U.S. Hist & Gov't	6	83%	3	#	6	100%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	4	#	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	8	100%	7	71%	3	#
U.S. Hist & Gov't	2	#	5	40%	5	80%

(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	160	142	133	11	16	6
Number Scoring 55-100	150	138	125	8	13	5
Number Scoring 65-100	137	132	120	7	13	5
Number Scoring 85-100	33	48	50	0	2	0
Percentage of Tested Scoring 55-100	94%	97%	94%	73%	81%	83%
Percentage of Tested Scoring 65-100	86%	93%	90%	64%	81%	83%
Percentage of Tested Scoring 85-100	21%	34%	38%	0%	12%	0%
<b>Mathematics A</b>						
Number Tested	182	158	152	24	8	4
Number Scoring 55-100	132	155	148	13	5	#
Number Scoring 65-100	105	143	135	8	2	#
Number Scoring 85-100	26	37	30	0	0	#
Percentage of Tested Scoring 55-100	73%	98%	97%	54%	62%	#
Percentage of Tested Scoring 65-100	58%	91%	89%	33%	25%	#
Percentage of Tested Scoring 85-100	14%	23%	20%	0%	0%	#
<b>Mathematics B</b>						
Number Tested	0	64	62	0	0	0
Number Scoring 55-100	0	49	48	0	0	0
Number Scoring 65-100	0	40	37	0	0	0
Number Scoring 85-100	0	17	12	0	0	0
Percentage of Tested Scoring 55-100	0%	77%	77%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	62%	60%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	27%	19%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	171	153	179	17	9	4
Number Scoring 55-100	151	130	165	13	6	#
Number Scoring 65-100	137	110	144	10	2	#
Number Scoring 85-100	36	37	52	0	0	#
Percentage of Tested Scoring 55-100	88%	85%	92%	76%	67%	#
Percentage of Tested Scoring 65-100	80%	72%	80%	59%	22%	#
Percentage of Tested Scoring 85-100	21%	24%	29%	0%	0%	#
<b>U.S. History and Government</b>						
Number Tested	156	131	148	11	13	4
Number Scoring 55-100	146	115	128	9	9	#
Number Scoring 65-100	143	103	114	9	8	#
Number Scoring 85-100	53	39	47	2	2	#
Percentage of Tested Scoring 55-100	94%	88%	86%	82%	69%	#
Percentage of Tested Scoring 65-100	92%	79%	77%	82%	62%	#
Percentage of Tested Scoring 85-100	34%	30%	32%	18%	15%	#

(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	136	137	148	15	5	4
Number Scoring 55-100	135	136	145	14	5	#
Number Scoring 65-100	128	134	139	12	5	#
Number Scoring 85-100	36	55	62	1	0	#
Percentage of Tested Scoring 55-100	99%	99%	98%	93%	100%	#
Percentage of Tested Scoring 65-100	94%	98%	94%	80%	100%	#
Percentage of Tested Scoring 85-100	26%	40%	42%	7%	0%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	133	140	133	14	11	13
Number Scoring 55-100	128	134	130	12	9	11
Number Scoring 65-100	121	126	118	10	7	9
Number Scoring 85-100	50	41	63	3	0	1
Percentage of Tested Scoring 55-100	96%	96%	98%	86%	82%	85%
Percentage of Tested Scoring 65-100	91%	90%	89%	71%	64%	69%
Percentage of Tested Scoring 85-100	38%	29%	47%	21%	0%	8%
<b>Physical Setting/Chemistry</b>						
Number Tested	106	67	81	1	1	1
Number Scoring 55-100	92	60	78	#	#	#
Number Scoring 65-100	69	39	68	#	#	#
Number Scoring 85-100	10	4	14	#	#	#
Percentage of Tested Scoring 55-100	87%	90%	96%	#	#	#
Percentage of Tested Scoring 65-100	65%	58%	84%	#	#	#
Percentage of Tested Scoring 85-100	9%	6%	17%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested		15	7		0	0
Number Scoring 55-100		15	6		0	0
Number Scoring 65-100		15	6		0	0
Number Scoring 85-100		8	4		0	0
Percentage of Tested Scoring 55-100		100%	86%		0%	0%
Percentage of Tested Scoring 65-100		100%	86%		0%	0%
Percentage of Tested Scoring 85-100		53%	57%		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	48	23	40	0	0	0
Number Scoring 55-100	48	23	40	0	0	0
Number Scoring 65-100	48	22	40	0	0	0
Number Scoring 85-100	34	10	24	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	71%	43%	60%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	1	0	0	0
Number Scoring 55-100	0	0	#	0	0	0
Number Scoring 65-100	0	0	#	0	0	0
Number Scoring 85-100	0	0	#	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	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	33	48	46	0	0	0
Number Scoring 55-100	33	47	46	0	0	0
Number Scoring 65-100	33	47	46	0	0	0
Number Scoring 85-100	9	30	23	0	0	0
Percentage of Tested Scoring 55-100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	27%	62%	50%	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)

## 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	1	0	0	0	0
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	113	113	113	19	19	19	132	132	132
Number Scoring 55–64	0	4	1	3	2	0	3	6	1
Number Scoring 65–84	71	59	54	10	5	11	81	64	65
Number Scoring 85–100	32	39	51	0	2	3	32	41	54
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)