



# The New York State Report Card 2011–12

School **RIVERSIDE INSTITUTE OF  
TECHNOLOGY**

School ID **14-06-00-01-0108**

District **BUFFALO CITY SCHOOL DISTRICT**

Principal **DENISE CLARKE**

Telephone **(716) 816-4360**

Grades **9-12**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

## This report includes:

### 1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

### 2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

### 3 Student Outcomes

This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

#### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

# 1 Profile

School **RIVERSIDE INSTITUTE OF TECHNOLOGY**  
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## Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	171	321	274
Grade 10	269	172	186
Grade 11	195	145	167
Grade 12	159	124	133
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>794</b>	<b>762</b>	<b>760</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>			
<b>Grade 8</b>			
English			
Mathematics			
Science			
Social Studies			
<b>Grade 10</b>			
English	22	19	18
Mathematics	28	24	24
Science	22	30	20
Social Studies	20	32	28

## Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

## Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

# 1 Profile

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## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	517	65%	575	75%	556	73%
Reduced Price Lunch	43	5%	15	2%	10	1%
Limited English Proficient	86	11%	154	20%	198	26%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	31	4%	29	4%	29	4%
Black or African American	381	48%	364	48%	345	45%
Hispanic or Latino	191	24%	178	23%	160	21%
Asian or Native Hawaiian/Other Pacific Islander	20	3%	70	9%	125	16%
White	169	21%	118	15%	100	13%
Multiracial	2	0%	3	0%	1	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		76%		73%		75%
Student Suspensions	466	64%	286	36%	254	33%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

*Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

# 1 Profile

School **RIVERSIDE INSTITUTE OF TECHNOLOGY**  
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## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	63	62	63
Percent with No Valid Teaching Certificate	2%	0%	0%
Percent Teaching Out of Certification	6%	10%	2%
Percent with Fewer than Three Years of Experience	3%	6%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	33%	27%	29%
<b>Total Number of Core Classes</b>	253	238	227
Percent Not Taught by Highly Qualified Teachers in This School*	3%	5%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	3%	3%	2%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
<b>Total Number of Classes</b>	330	323	308
Percent Taught by Teachers Without Appropriate Certification	5%	8%	2%

\*Not available at the district or statewide level.

\*\*Not available for charter schools or at the statewide level.

## Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	33%	25%	40%
Turnover Rate of All Teachers	10%	19%	16%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	10	10	14
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	2	3	3
Principals	1	1	1

\*Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

*High-poverty* and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

## 2 Student Performance

School **RIVERSIDE INSTITUTE OF TECHNOLOGY**  
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This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

### **New York State Testing Program (NYSTP) Assessments**

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

#### **English Language Arts**

##### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

#### **Mathematics**

##### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

##### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

##### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

##### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

### **New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

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

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

### **Secondary-Level Cohorts**

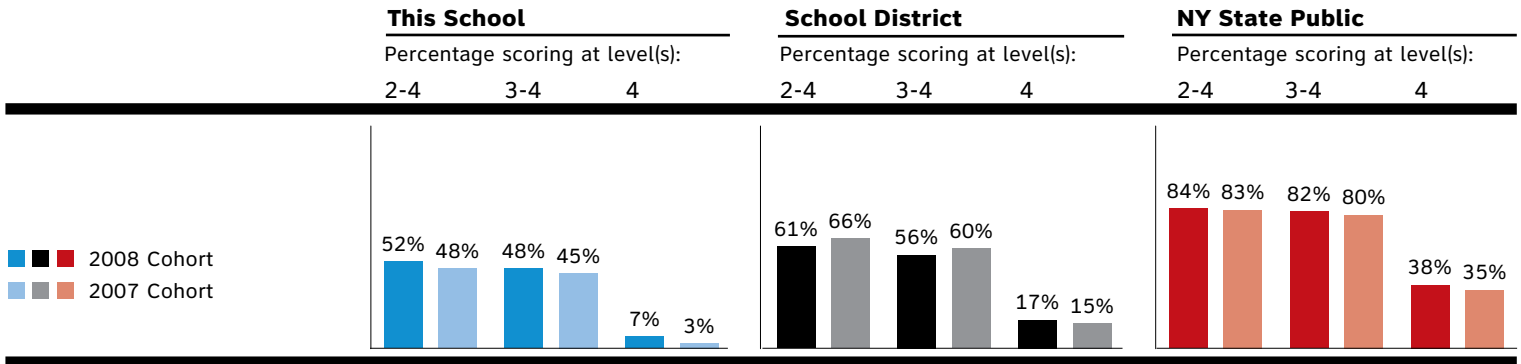
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

## 2 Student Performance

School **RIVERSIDE INSTITUTE OF TECHNOLOGY**  
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### Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	244	52%	48%	7%	210	48%	45%	3%
Female	86	55%	52%	7%	92	52%	51%	5%
Male	158	51%	46%	6%	118	44%	40%	1%
American Indian or Alaska Native	9	67%	67%	11%	8	63%	63%	0%
Black or African American	118	51%	45%	6%	99	46%	42%	1%
Hispanic or Latino	62	50%	47%	6%	47	47%	47%	6%
Asian or Native Hawaiian/Other Pacific Islander	9	–	–	–	6	–	–	–
White	44	55%	52%	7%	49	49%	49%	4%
Multiracial	2	–	–	–	1	–	–	–
Small Group Totals	11	64%	64%	9%	7	43%	14%	0%
General-Education Students	181	57%	54%	8%	168	54%	51%	3%
Students with Disabilities	63	40%	32%	3%	42	24%	21%	2%
English Proficient	214	53%	49%	7%	193	48%	47%	3%
Limited English Proficient	30	47%	47%	3%	17	41%	24%	0%
Economically Disadvantaged	193	59%	54%	7%	147	52%	50%	3%
Not Disadvantaged	51	27%	25%	4%	63	37%	32%	3%
Migrant								
Not Migrant	244	52%	48%	7%	210	48%	45%	3%

#### NOTES

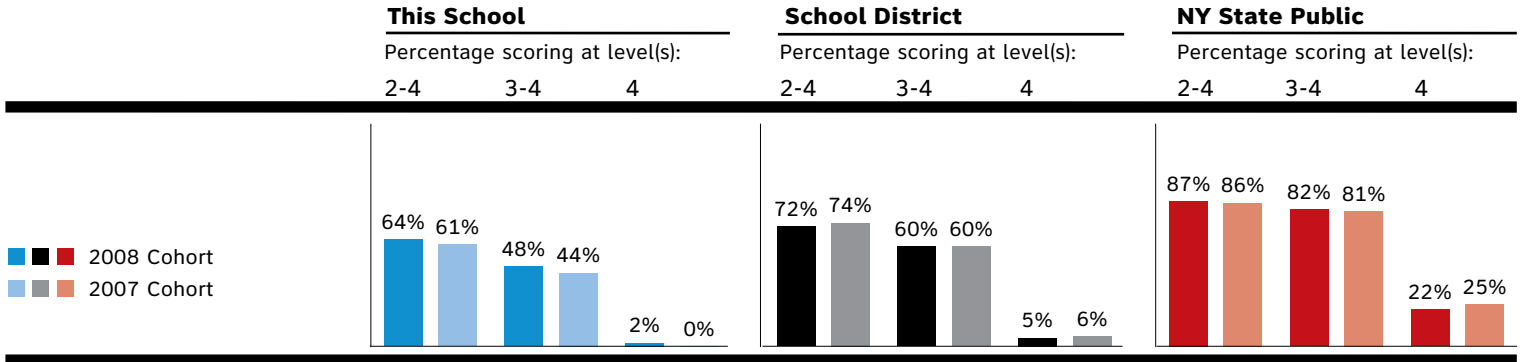
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## 2 Student Performance

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### Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	244	64%	48%	2%	210	61%	44%	0%
Female	86	62%	43%	1%	92	68%	47%	0%
Male	158	65%	51%	2%	118	55%	42%	0%
American Indian or Alaska Native	9	78%	56%	0%	8	50%	50%	0%
Black or African American	118	61%	45%	1%	99	60%	37%	0%
Hispanic or Latino	62	56%	40%	0%	47	64%	43%	0%
Asian or Native Hawaiian/Other Pacific Islander	9	–	–	–	6	–	–	–
White	44	68%	52%	2%	49	63%	55%	0%
Multiracial	2	–	–	–	1	–	–	–
Small Group Totals	11	100%	100%	18%	7	57%	57%	0%
General-Education Students	181	69%	56%	2%	168	65%	49%	0%
Students with Disabilities	63	48%	24%	2%	42	43%	24%	0%
English Proficient	214	64%	47%	1%	193	62%	44%	0%
Limited English Proficient	30	60%	57%	3%	17	47%	41%	0%
Economically Disadvantaged	193	68%	52%	2%	147	65%	48%	0%
Not Disadvantaged	51	47%	33%	2%	63	52%	33%	0%
Migrant								
Not Migrant	244	64%	48%	2%	210	61%	44%	0%

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### 2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
<b>Global History and Geography</b>	244	11%	34%	4%	181	8%	40%	4%	63	19%	14%	2%
<b>U.S. History and Government</b>	244	4%	36%	9%	181	2%	41%	10%	63	10%	19%	3%
<b>Science</b>	244	14%	38%	4%	181	11%	45%	5%	63	22%	17%	2%

### New York State Alternate Assessments (NYSAA) 2011-12

Secondary Level	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
English Language Arts	0				
Mathematics	0				
Social Studies	0				
Science	0				

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## 2 Student Performance

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### Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011–12	134	75%	62%	4%	101	80%	66%	6%	33	58%	48%	0%
	2010–11	190	88%	74%	10%	139	96%	83%	12%	51	65%	49%	6%
	2009–10	166	67%	50%	2%	123	76%	62%	2%	43	44%	16%	0%
Integrated Algebra	2011–12	412	57%	24%	0%	313	63%	27%	1%	99	38%	11%	0%
	2010–11	429	46%	22%	0%	313	52%	26%	0%	116	32%	10%	0%
	2009–10	323	47%	25%	0%	226	55%	32%	0%	97	28%	10%	0%
Geometry	2011–12	94	26%	13%	2%	78	28%	14%	3%	16	13%	6%	0%
	2010–11	105	33%	11%	0%	87	36%	13%	0%	18	22%	6%	0%
	2009–10	113	40%	10%	1%	92	47%	11%	0%	21	10%	5%	5%
Algebra 2/Trigonometry	2011–12	26	15%	12%	4%	24	—	—	—	2	—	—	—
	2010–11	32	22%	13%	3%	29	—	—	—	3	—	—	—
	2009–10	22	14%	5%	0%	21	—	—	—	1	—	—	—
Global History and Geography	2011–12	285	33%	16%	0%	223	34%	17%	0%	62	31%	10%	0%
	2010–11	256	48%	32%	2%	185	52%	39%	2%	71	37%	15%	0%
	2009–10	207	43%	32%	2%	148	49%	37%	2%	59	25%	20%	2%
U.S. History and Government	2011–12	132	51%	30%	3%	109	56%	33%	3%	23	26%	13%	4%
	2010–11	159	79%	75%	12%	123	83%	81%	15%	36	67%	53%	3%
	2009–10	129	91%	85%	12%	102	94%	88%	14%	27	81%	74%	4%
Living Environment	2011–12	252	55%	31%	1%	200	62%	37%	1%	52	31%	8%	0%
	2010–11	277	52%	32%	1%	215	55%	36%	1%	62	42%	16%	2%
	2009–10	208	64%	47%	3%	158	69%	51%	3%	50	48%	34%	2%
Physical Setting/Earth Science	2011–12	93	37%	17%	0%	73	40%	19%	0%	20	25%	10%	0%
	2010–11	112	25%	15%	1%	91	26%	18%	0%	21	19%	5%	5%
	2009–10	120	50%	27%	0%	88	57%	28%	0%	32	31%	22%	0%
Physical Setting/Chemistry	2011–12	24	29%	17%	4%	21	—	—	—	3	—	—	—
	2010–11	14	71%	50%	0%	14	71%	50%	0%	0	—	—	—
	2009–10	26	85%	85%	0%	25	—	—	—	1	—	—	—
Physical Setting/Physics	2011–12	4	—	—	—	4	—	—	—	0	—	—	—
	2010–11	15	13%	0%	0%	15	13%	0%	0%	0	—	—	—
	2009–10	0	—	—	—	0	—	—	—	0	—	—	—

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## 2 Student Performance

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### Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	18	11%	0		18	11%
	2010-11	25	12%	0		25	12%
	2009-10	24	46%	0		24	46%
Science	2011-12	14	7%	0		14	7%
	2010-11	15	27%	2	—	13	—
	2009-10	17	53%	0		17	53%
Reading	2011-12	4	—	0		4	—
	2010-11	15	47%	1	—	14	—
	2009-10	21	76%	0		21	76%
Writing	2011-12	4	—	0		4	—
	2010-11	8	25%	1	—	7	—
	2009-10	20	55%	0		20	55%
Global Studies	2011-12	19	11%	0		19	11%
	2010-11	37	5%	1	—	36	—
	2009-10	27	26%	0		27	26%
U.S. History and Government	2011-12	6	0%	1	—	5	—
	2010-11	8	38%	1	—	7	—
	2009-10	5	20%	0		5	20%

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### New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students					General-Education Students					Students with Disabilities				
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 7–8)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 7–8)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 9–12)	2011–12	181	6%	41%	32%	22%	166	6%	43%	31%	20%	15	0%	20%	40%	40%
	2010–11	145	12%	42%	22%	23%	127	14%	46%	23%	17%	18	0%	17%	17%	67%
	2009–10	61	3%	18%	21%	57%	50	4%	20%	22%	54%	11	0%	9%	18%	73%
Reading and Writing (Grades 9–12)	2011–12	184	25%	49%	18%	8%	168	26%	50%	17%	7%	16	19%	38%	31%	13%
	2010–11	143	30%	48%	15%	7%	126	32%	48%	13%	7%	17	18%	53%	24%	6%
	2009–10	65	11%	55%	29%	5%	54	11%	56%	28%	6%	11	9%	55%	36%	0%

NOTE  
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

# 3 Student Outcomes

School **RIVERSIDE INSTITUTE OF TECHNOLOGY**  
School ID **14-06-00-01-0108**

District **BUFFALO CITY SCHOOL DISTRICT**

## High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
<b>Total Graduates</b>	2011–12	83		73		10	
	2010–11	83		71		12	
	2009–10	93		80		13	
<b>Receiving a Regents Diploma</b>	2011–12	73	88%	68	93%	5	50%
	2010–11	62	75%	54	76%	8	67%
	2009–10	60	65%	57	71%	3	23%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011–12	7	8%	6	8%	1	10%
	2010–11	1	1%	1	1%	0	0%
	2009–10	0	0%	0	0%	0	0%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011–12	2	N/A	0		2	N/A
	2010–11	0		0		0	
	2009–10	4	N/A	0		4	N/A

### NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

## High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>Dropped Out</b>	2011–12	92	12%	70	12%	22	14%
	2010–11	173	23%	125	22%	48	26%
	2009–10	148	19%	104	18%	44	22%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011–12	0	0%	0	0%	0	0%
	2010–11	0	0%	0	0%	0	0%
	2009–10	0	0%	0	0%	0	0%
<b>Total Non-completers</b>	2011–12	92	12%	70	12%	22	14%
	2010–11	173	23%	125	22%	48	26%
	2009–10	148	19%	104	18%	44	22%

## Post-secondary Plans of 2011–12 Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>To 4-year College</b>		23	27%	20	27%	3	25%
<b>To 2-year College</b>		39	46%	35	48%	4	33%
<b>To Other Post-secondary</b>		2	2%	2	3%	0	0%
<b>To the Military</b>		4	5%	4	5%	0	0%
<b>To Employment</b>		12	14%	9	12%	3	25%
<b>To Adult Services</b>		0	0%	0	0%	0	0%
<b>To Other Known Plans</b>		0	0%	0	0%	0	0%
<b>Plan Unknown</b>		5	6%	3	4%	2	17%