

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-52-07-0004
 Name: H. Frank Carey Junior-Senior High School
 Principal: Douglas Monaghan

Grade Range : 7-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	310	291	310
Eighth	316	324	286
Ninth	327	347	324
Tenth	246	329	328
Eleventh	244	222	305
Twelfth	234	222	233
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1677	1735	1786

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	109	6.5%	89	5.1%	94	5.3%
Black (Not Hispanic)	55	3.3%	47	2.7%	50	2.8%
Hispanic	177	10.6%	197	11.4%	188	10.5%
White (Not Hispanic)	1336	79.7%	1402	80.8%	1454	81.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	28	26	27
Mathematics Grade 8	29	26	28
Science Grade 8	29	30	28
Social Studies Grade 8	28	28	27
English Grade 10	26	27	28
Mathematics Grade 10	24	22	25
Science Grade 10	24	27	30
Social Studies Grade 10	25	27	27

(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
50	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 middle 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	78	4.7%	159	9.2%	178	10.0%
Eligible for Free Lunch	37	2.2%	88	5.1%	160	9.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.9%		94.0%		94.6%
Student Suspensions	109	6.9%	125	7.5%	179	10.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	1.7%	1.4%	3.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	99%	100%

Staff Counts

Staff	2003-04
Total Teachers	98
Total Other Professional Staff	22
Total Paraprofessionals	NA
Teaching Out of Certification*	0

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	208	163	78%	222	173	78%	205	169	82%
Students with Disabilities	11	3	27%	14	1	7%	19	8	42%
All Students	219	166	76%	236	174	74%	224	177	79%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	132	77	3	1	11	0
Percent	59%	34%	1%	0%	5%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
19	8	0	19

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	9		7		1	0.1%
	Entered GED Program*	6		13		14	1.3%
	Total Noncompleters	15		20		15	1.4%
Students with Disabilities	Dropped Out	2		2		1	0.9%
	Entered GED Program*	0		3		2	1.8%
	Total Noncompleters	2		5		3	2.8%
All Students	Dropped Out	11	1.0%	9	0.8%	2	0.2%
	Entered GED Program*	6	0.6%	16	1.4%	16	1.3%
	Total Noncompleters	17	1.6%	25	2.2%	18	1.5%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	543	545	535
	Number of Students with Disabilities	32	70	70
	Number of All Students	575	615	605
	Percent of Enrollment	92%	100%	102%
9-12	Number of General-Education Students	899	985	1097
	Number of Students with Disabilities	26	84	105
	Number of All Students	925	1069	1202
	Percent of Enrollment	88%	95%	101%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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%	31	100%	25	100%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	52	100%	46	100%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	40%	1	#	2	#
Science	6	67%	6	0%	1	#
Reading	5	60%	6	67%	11	55%
Writing	5	60%	6	17%	11	55%
Global Studies	1	#	1	#	2	#
U.S. Hist & Gov't	2	#	10	70%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	75%	1	#	19	95%
Science	2	#	6	33%	3	#
Reading	3	#	8	75%	10	40%
Writing	5	100%	7	100%	8	63%
Global Studies	1	#	10	50%	10	80%
U.S. Hist & Gov't	4	#	2	#	5	60%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	247	246	255	20	23	22
Number Scoring 55-100	238	235	251	17	14	21
Number Scoring 65-100	224	227	244	13	14	18
Number Scoring 85-100	97	149	184	1	4	5
Percentage of Tested Scoring 55-100	96%	96%	98%	85%	61%	95%
Percentage of Tested Scoring 65-100	91%	92%	96%	65%	61%	82%
Percentage of Tested Scoring 85-100	39%	61%	72%	5%	17%	23%
Mathematics A						
Number Tested	44	289	338	2	25	38
Number Scoring 55-100	44	261	324	#	13	29
Number Scoring 65-100	43	244	304	#	7	20
Number Scoring 85-100	38	106	136	#	0	3
Percentage of Tested Scoring 55-100	100%	90%	96%	#	52%	76%
Percentage of Tested Scoring 65-100	98%	84%	90%	#	28%	53%
Percentage of Tested Scoring 85-100	86%	37%	40%	#	0%	8%
Mathematics B						
Number Tested	0	42	141	0	0	0
Number Scoring 55-100	0	40	134	0	0	0
Number Scoring 65-100	0	38	120	0	0	0
Number Scoring 85-100	0	13	46	0	0	0
Percentage of Tested Scoring 55-100	0%	95%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	90%	85%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	31%	33%	0%	0%	0%
Global History and Geography						
Number Tested	228	279	299	19	29	31
Number Scoring 55-100	220	274	291	14	27	27
Number Scoring 65-100	209	259	284	9	24	24
Number Scoring 85-100	78	133	176	0	2	2
Percentage of Tested Scoring 55-100	96%	98%	97%	74%	93%	87%
Percentage of Tested Scoring 65-100	92%	93%	95%	47%	83%	77%
Percentage of Tested Scoring 85-100	34%	48%	59%	0%	7%	6%
U.S. History and Government						
Number Tested	248	230	262	18	20	24
Number Scoring 55-100	242	223	255	14	15	21
Number Scoring 65-100	229	219	246	9	13	18
Number Scoring 85-100	79	156	137	1	4	3
Percentage of Tested Scoring 55-100	98%	97%	97%	78%	75%	88%
Percentage of Tested Scoring 65-100	92%	95%	94%	50%	65%	75%
Percentage of Tested Scoring 85-100	32%	68%	52%	6%	20%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	221	323	331	20	35	31
Number Scoring 55-100	217	310	314	18	29	25
Number Scoring 65-100	205	284	292	15	21	17
Number Scoring 85-100	72	95	124	2	0	0
Percentage of Tested Scoring 55-100	98%	96%	95%	90%	83%	81%
Percentage of Tested Scoring 65-100	93%	88%	88%	75%	60%	55%
Percentage of Tested Scoring 85-100	33%	29%	37%	10%	0%	0%
Physical Setting/Earth Science						
Number Tested	243	268	342	4	6	27
Number Scoring 55-100	237	261	311	#	6	20
Number Scoring 65-100	224	244	273	#	3	17
Number Scoring 85-100	98	127	73	#	0	1
Percentage of Tested Scoring 55-100	98%	97%	91%	#	100%	74%
Percentage of Tested Scoring 65-100	92%	91%	80%	#	50%	63%
Percentage of Tested Scoring 85-100	40%	47%	21%	#	0%	4%
Physical Setting/Chemistry						
Number Tested	176	177	206	3	2	1
Number Scoring 55-100	161	162	181	#	#	#
Number Scoring 65-100	126	114	129	#	#	#
Number Scoring 85-100	21	24	18	#	#	#
Percentage of Tested Scoring 55-100	91%	92%	88%	#	#	#
Percentage of Tested Scoring 65-100	72%	64%	63%	#	#	#
Percentage of Tested Scoring 85-100	12%	14%	9%	#	#	#
Physical Setting/Physics						
Number Tested			76			0
Number Scoring 55-100			49			0
Number Scoring 65-100			40			0
Number Scoring 85-100			5			0
Percentage of Tested Scoring 55-100			64%			0%
Percentage of Tested Scoring 65-100			53%			0%
Percentage of Tested Scoring 85-100			7%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	21	34	27	0	0	0
Number Scoring 55-100	21	34	27	0	0	0
Number Scoring 65-100	19	32	26	0	0	0
Number Scoring 85-100	10	17	15	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	90%	94%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	48%	50%	56%	0%	0%	0%
Comprehensive Italian						
Number Tested	56	49	65	1	0	1
Number Scoring 55-100	56	49	65	#	0	#
Number Scoring 65-100	53	49	65	#	0	#
Number Scoring 85-100	33	36	55	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	95%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	59%	73%	85%	#	0%	#
Comprehensive German						
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%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	145	100	108	1	1	2
Number Scoring 55-100	145	100	107	#	#	#
Number Scoring 65-100	144	99	107	#	#	#
Number Scoring 85-100	110	75	75	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	99%	#	#	#
Percentage of Tested Scoring 65-100	99%	99%	99%	#	#	#
Percentage of Tested Scoring 85-100	76%	75%	69%	#	#	#
Comprehensive Latin						
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)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	147	110	10	1	0	0
Number Scoring 55-100	141	92	5	#	0	0
Number Scoring 65-100	134	82	3	#	0	0
Number Scoring 85-100	79	33	2	#	0	0
Percentage of Tested Scoring 55-100	96%	84%	50%	#	0%	0%
Percentage of Tested Scoring 65-100	91%	75%	30%	#	0%	0%
Percentage of Tested Scoring 85-100	54%	30%	20%	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	129	98%	69	97%	72	96%
Students with Disabilities	15	93%	14	64%	15	80%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	262	5%	42%	50%	3%
	Students with Disabilities	31	16%	65%	19%	0%
	All Students	293	6%	44%	47%	3%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
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

2000 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	207	207	207	16	16	16	223	223	223
Number Scoring 55–64	1	3	4	2	1	1	3	4	5
Number Scoring 65–84	118	45	111	10	10	10	128	55	121
Number Scoring 85–100	75	150	87	0	3	3	75	153	90
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			55			1
Beginning (0-18)			4			#
Intermediate (19-31)			12			#
Advanced (32-36)			36			#
Proficient (37-39)			3			#
Reading and Writing (Grade 7-8)						
Number Tested			55			1
Beginning (0-14)			5			#
Intermediate (15-24)			29			#
Advanced (25-32)			19			#
Proficient (33-35)			2			#
Listening and Speaking (Grade 9-12)						
Number Tested			110			1
Beginning (0-18)			8			#
Intermediate (19-31)			36			#
Advanced (32-36)			37			#
Proficient (37-39)			29			#
Reading and Writing (Grade 9-12)						
Number Tested			110			1
Beginning (0-14)			14			#
Intermediate (15-24)			45			#
Advanced (25-32)			45			#
Proficient (33-35)			6			#

*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)