

# New York State School Report Card Comprehensive Information Report

BEDS Code: 45-07-04-04-0001

Grade Range : 7-12

Name: Holley Junior Senior High School

Principal: Michael Gilbert

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	134
Eighth	0	0	114
Ninth	107	100	115
Tenth	107	104	107
Eleventh	94	110	103
Twelfth	97	105	106
Ungraded Secondary	0	0	0
Total K-12 Enrollment	405	419	679

## Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	3	0.7%	3	0.7%	3	0.4%
Black (Not Hispanic)	4	1.0%	3	0.7%	7	1.0%
Hispanic	5	1.2%	2	0.5%	7	1.0%
White (Not Hispanic)	393	97.0%	411	98.1%	662	97.5%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	18
Mathematics Grade 8	0	0	21
Science Grade 8	0	0	21
Social Studies Grade 8	0	0	21
English Grade 10	20	21	27
Mathematics Grade 10	25	27	21
Science Grade 10	28	24	25
Social Studies Grade 10	21	20	25

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	27	6.7%	33	7.9%	91	13.4%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.0%		94.3%		93.9%
Student Suspensions	4	1.0%	2	0.5%	13	3.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.7%	4.3%	9.4%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	94%	94%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	51
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	77	49	64%	69	52	75%	6	1	17%
Students with Disabilities	11	1	9%	16	4	25%	1	0	0%
All Students	88	50	57%	85	56	66%	7	1	14%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	0	0	0	0	0	7
Percent	0%	0%	0%	0%	0%	100%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
1	0	0	1

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			3		0	
	Entered GED Program*			2		0	
	Total Noncompleters			5		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	8	2.0%	3	0.7%	0	0.0%
	Entered GED Program*	5	1.2%	2	0.5%	0	0.0%
	Total Noncompleters	13	3.2%	5	1.2%	0	0.0%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	85
	Number of Students with Disabilities		0	15
	Number of All Students		0	100
	Percent of Enrollment		0%	40%
9-12	Number of General-Education Students		400	80
	Number of Students with Disabilities		0	20
	Number of All Students		400	100
	Percent of Enrollment		95%	23%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	92	97%	3	#	92	97%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%	4	#

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
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%	3	#	0	0%
U.S. Hist & Gov't	2	#	2	#	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	100%	2	#	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	5	100%	5	80%
Writing	0	0%	5	40%	0	0%
Global Studies	0	0%	5	20%	0	0%
U.S. Hist & Gov't	4	#	5	100%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	96	103	103	13	14	2
Number Scoring 55–100	93	87	85	11	8	#
Number Scoring 65–100	82	70	66	7	5	#
Number Scoring 85–100	17	26	16	0	0	#
Percentage of Tested Scoring 55–100	97%	84%	83%	85%	57%	#
Percentage of Tested Scoring 65–100	85%	68%	64%	54%	36%	#
Percentage of Tested Scoring 85–100	18%	25%	16%	0%	0%	#
<b>Mathematics A</b>						
Number Tested	0	6	94	0	0	0
Number Scoring 55–100	0	0	77	0	0	0
Number Scoring 65–100	0	0	61	0	0	0
Number Scoring 85–100	0	0	11	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	82%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	65%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	12%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	105	102	99	14	2	0
Number Scoring 55–100	99	100	90	10	#	0
Number Scoring 65–100	91	86	90	7	#	0
Number Scoring 85–100	34	8	48	0	#	0
Percentage of Tested Scoring 55–100	94%	98%	91%	71%	#	0%
Percentage of Tested Scoring 65–100	87%	84%	91%	50%	#	0%
Percentage of Tested Scoring 85–100	32%	8%	48%	0%	#	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	96	109	97	8	13	0
Number Scoring 55–100	82	102	94	4	10	0
Number Scoring 65–100	71	91	89	3	7	0
Number Scoring 85–100	28	25	31	0	0	0
Percentage of Tested Scoring 55–100	85%	94%	97%	50%	77%	0%
Percentage of Tested Scoring 65–100	74%	83%	92%	38%	54%	0%
Percentage of Tested Scoring 85–100	29%	23%	32%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	92	96	92	0	2	1
Number Scoring 55–100	92	95	91	0	#	#
Number Scoring 65–100	90	93	87	0	#	#
Number Scoring 85–100	28	19	25	0	#	#
Percentage of Tested Scoring 55–100	100%	99%	99%	0%	#	#
Percentage of Tested Scoring 65–100	98%	97%	95%	0%	#	#
Percentage of Tested Scoring 85–100	30%	20%	27%	0%	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	95	95	82	9	1	0
Number Scoring 55–100	93	92	82	8	#	0
Number Scoring 65–100	86	91	78	7	#	0
Number Scoring 85–100	35	43	44	2	#	0
Percentage of Tested Scoring 55–100	98%	97%	100%	89%	#	0%
Percentage of Tested Scoring 65–100	91%	96%	95%	78%	#	0%
Percentage of Tested Scoring 85–100	37%	45%	54%	22%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		45	46		0	0
Number Scoring 55–100		40	44		0	0
Number Scoring 65–100		35	36		0	0
Number Scoring 85–100		4	2		0	0
Percentage of Tested Scoring 55–100		89%	96%		0%	0%
Percentage of Tested Scoring 65–100		78%	78%		0%	0%
Percentage of Tested Scoring 85–100		9%	4%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</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 Italian</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 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	39	28	41	1	0	0
Number Scoring 55–100	39	28	40	#	0	0
Number Scoring 65–100	38	27	39	#	0	0
Number Scoring 85–100	25	16	28	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	98%	#	0%	0%
Percentage of Tested Scoring 65–100	97%	96%	95%	#	0%	0%
Percentage of Tested Scoring 85–100	64%	57%	68%	#	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)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	111	97	20	4	5	1
Number Scoring 55–100	58	61	4	#	3	#
Number Scoring 65–100	54	44	3	#	1	#
Number Scoring 85–100	19	11	0	#	1	#
Percentage of Tested Scoring 55–100	52%	63%	20%	#	60%	#
Percentage of Tested Scoring 65–100	49%	45%	15%	#	20%	#
Percentage of Tested Scoring 85–100	17%	11%	0%	#	20%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	55	52	44	2	2	0
Number Scoring 55–100	44	48	33	#	#	0
Number Scoring 65–100	41	46	25	#	#	0
Number Scoring 85–100	21	24	9	#	#	0
Percentage of Tested Scoring 55–100	80%	92%	75%	#	#	0%
Percentage of Tested Scoring 65–100	75%	88%	57%	#	#	0%
Percentage of Tested Scoring 85–100	38%	46%	20%	#	#	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	61	100%	39	95%	45	98%
Students with Disabilities	5	80%	0	0%	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	110	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	111	1%	44%	52%	3%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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	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

## 1999 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	91	91	91	14	14	14	105	105	105
Number Scoring 55–64	1	6	1	2	3	1	3	9	2
Number Scoring 65–84	51	56	52	6	6	9	57	62	61
Number Scoring 85–100	30	23	34	0	0	0	30	23	34
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)