

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-52-07-0004

Grade Range : 7-12

Name: H. Frank Carey Junior-Senior High School

Principal: Douglas Monaghan

## 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	354	310	291
Eighth	269	316	324
Ninth	239	327	347
Tenth	259	246	329
Eleventh	225	244	222
Twelfth	235	234	222
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1581	1677	1735

## 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	82	5.2%	109	6.5%	89	5.1%
Black (Not Hispanic)	46	2.9%	55	3.3%	47	2.7%
Hispanic	97	6.1%	177	10.6%	197	11.4%
White (Not Hispanic)	1356	85.8%	1336	79.7%	1402	80.8%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	28	28	26
Mathematics Grade 8	28	29	26
Science Grade 8	29	29	30
Social Studies Grade 8	29	28	28
English Grade 10	27	26	27
Mathematics Grade 10	24	24	22
Science Grade 10	25	24	27
Social Studies Grade 10	24	25	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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	46	2.9%	78	4.7%	159	9.2%
Eligible for Free Lunch	50	3.2%	37	2.2%	88	5.1%

### 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		93.7%		93.9%		94.0%
Student Suspensions	97	6.5%	109	6.9%	125	7.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.8%	1.7%	1.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	96%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	96
Total Other Professional Staff	22
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	206	148	72%	208	163	78%	222	173	78%
Students with Disabilities	17	7	41%	11	3	27%	14	1	7%
All Students	223	155	70%	219	166	76%	236	174	74%

\*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	149	65	3	3	16	0
Percent	63%	28%	1%	1%	7%	0%

## 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)
14	1	0	14

\*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			9		7	
	Entered GED Program*			6		13	
	Total Noncompleters			15		20	
Students with Disabilities	Dropped Out			2		2	
	Entered GED Program*			0		3	
	Total Noncompleters			2		5	
All Students	Dropped Out	5	0.5%	11	1.0%	9	0.8%
	Entered GED Program*	15	1.6%	6	0.6%	16	1.4%
	Total Noncompleters	20	2.1%	17	1.6%	25	2.2%

\*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		543	545
	Number of Students with Disabilities		32	70
	Number of All Students		575	615
	Percent of Enrollment		92%	100%
9-12	Number of General-Education Students		899	985
	Number of Students with Disabilities		26	84
	Number of All Students		925	1069
	Percent of Enrollment		88%	95%

## 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	23	96%	0	0%	31	100%
Latin	0	0%	0	0%	0	0%
Spanish	32	97%	0	0%	52	100%

### 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%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(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%	10	40%	1	#
Science	1	#	6	67%	6	0%
Reading	0	0%	5	60%	6	67%
Writing	0	0%	5	60%	6	17%
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	6	33%	2	#	10	70%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	16	75%	1	#
Science	3	#	2	#	6	33%
Reading	3	#	3	#	8	75%
Writing	3	#	5	100%	7	100%
Global Studies	4	#	1	#	10	50%
U.S. Hist & Gov't	1	#	4	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	228	247	246	16	20	23
Number Scoring 55–100	222	238	235	12	17	14
Number Scoring 65–100	200	224	227	8	13	14
Number Scoring 85–100	50	97	149	0	1	4
Percentage of Tested Scoring 55–100	97%	96%	96%	75%	85%	61%
Percentage of Tested Scoring 65–100	88%	91%	92%	50%	65%	61%
Percentage of Tested Scoring 85–100	22%	39%	61%	0%	5%	17%
<b>Mathematics A</b>						
Number Tested	0	44	289	0	2	25
Number Scoring 55–100	0	44	261	0	#	13
Number Scoring 65–100	0	43	244	0	#	7
Number Scoring 85–100	0	38	106	0	#	0
Percentage of Tested Scoring 55–100	0%	100%	90%	0%	#	52%
Percentage of Tested Scoring 65–100	0%	98%	84%	0%	#	28%
Percentage of Tested Scoring 85–100	0%	86%	37%	0%	#	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	42	0	0	0
Number Scoring 55–100	0	0	40	0	0	0
Number Scoring 65–100	0	0	38	0	0	0
Number Scoring 85–100	0	0	13	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	31%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	256	228	279	22	19	29
Number Scoring 55–100	253	220	274	20	14	27
Number Scoring 65–100	248	209	259	19	9	24
Number Scoring 85–100	119	78	133	1	0	2
Percentage of Tested Scoring 55–100	99%	96%	98%	91%	74%	93%
Percentage of Tested Scoring 65–100	97%	92%	93%	86%	47%	83%
Percentage of Tested Scoring 85–100	46%	34%	48%	5%	0%	7%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	232	248	230	21	18	20
Number Scoring 55–100	225	242	223	18	14	15
Number Scoring 65–100	215	229	219	15	9	13
Number Scoring 85–100	122	79	156	4	1	4
Percentage of Tested Scoring 55–100	97%	98%	97%	86%	78%	75%
Percentage of Tested Scoring 65–100	93%	92%	95%	71%	50%	65%
Percentage of Tested Scoring 85–100	53%	32%	68%	19%	6%	20%

(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	208	221	323	11	20	35
Number Scoring 55–100	208	217	310	11	18	29
Number Scoring 65–100	204	205	284	11	15	21
Number Scoring 85–100	49	72	95	0	2	0
Percentage of Tested Scoring 55–100	100%	98%	96%	100%	90%	83%
Percentage of Tested Scoring 65–100	98%	93%	88%	100%	75%	60%
Percentage of Tested Scoring 85–100	24%	33%	29%	0%	10%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	197	243	268	10	4	6
Number Scoring 55–100	187	237	261	10	#	6
Number Scoring 65–100	174	224	244	10	#	3
Number Scoring 85–100	84	98	127	1	#	0
Percentage of Tested Scoring 55–100	95%	98%	97%	100%	#	100%
Percentage of Tested Scoring 65–100	88%	92%	91%	100%	#	50%
Percentage of Tested Scoring 85–100	43%	40%	47%	10%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		176	177		3	2
Number Scoring 55–100		161	162		#	#
Number Scoring 65–100		126	114		#	#
Number Scoring 85–100		21	24		#	#
Percentage of Tested Scoring 55–100		91%	92%		#	#
Percentage of Tested Scoring 65–100		72%	64%		#	#
Percentage of Tested Scoring 85–100		12%	14%		#	#
<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	13	21	34	0	0	0
Number Scoring 55–100	13	21	34	0	0	0
Number Scoring 65–100	13	19	32	0	0	0
Number Scoring 85–100	7	10	17	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	90%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	54%	48%	50%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	54	56	49	2	1	0
Number Scoring 55–100	54	56	49	#	#	0
Number Scoring 65–100	54	53	49	#	#	0
Number Scoring 85–100	48	33	36	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	95%	100%	#	#	0%
Percentage of Tested Scoring 85–100	89%	59%	73%	#	#	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	91	145	100	1	1	1
Number Scoring 55–100	91	145	100	#	#	#
Number Scoring 65–100	90	144	99	#	#	#
Number Scoring 85–100	66	110	75	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	99%	99%	99%	#	#	#
Percentage of Tested Scoring 85–100	73%	76%	75%	#	#	#
<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	232	268	55	13	20	2
Number Scoring 55–100	185	208	29	5	12	#
Number Scoring 65–100	171	186	24	5	8	#
Number Scoring 85–100	88	48	2	1	0	#
Percentage of Tested Scoring 55–100	80%	78%	53%	38%	60%	#
Percentage of Tested Scoring 65–100	74%	69%	44%	38%	40%	#
Percentage of Tested Scoring 85–100	38%	18%	4%	8%	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	152	147	110	2	1	0
Number Scoring 55–100	137	141	92	#	#	0
Number Scoring 65–100	130	134	82	#	#	0
Number Scoring 85–100	66	79	33	#	#	0
Percentage of Tested Scoring 55–100	90%	96%	84%	#	#	0%
Percentage of Tested Scoring 65–100	86%	91%	75%	#	#	0%
Percentage of Tested Scoring 85–100	43%	54%	30%	#	#	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	97	99%	129	98%	69	97%
Students with Disabilities	11	91%	15	93%	14	64%

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	295	6%	38%	51%	5%
	Students with Disabilities	29	14%	72%	14%	0%
	All Students	324	7%	41%	47%	5%

(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	217	217	217	19	19	19	236	236	236
Number Scoring 55–64	0	4	7	3	6	1	3	10	8
Number Scoring 65–84	98	129	120	14	8	14	112	137	134
Number Scoring 85–100	112	78	88	1	0	0	113	78	88
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)