

# New York State School Report Card Comprehensive Information Report

BEDS Code: 42-19-02-04-0001  
 Name: Tully Junior-Senior High School  
 Principal: Sandra D. Knoblock

Grade Range : 7-12

## 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	105	94	110
Eighth	110	109	97
Ninth	99	106	111
Tenth	120	99	96
Eleventh	87	115	95
Twelfth	80	88	114
Ungraded Secondary	0	0	0
Total K-12 Enrollment	601	611	623

## 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	6	1.0%	7	1.1%	8	1.3%
Black (Not Hispanic)	4	0.7%	4	0.7%	3	0.5%
Hispanic	3	0.5%	5	0.8%	7	1.1%
White (Not Hispanic)	588	97.8%	595	97.4%	605	97.1%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	21	19
Mathematics Grade 8	22	22	20
Science Grade 8	21	22	20
Social Studies Grade 8	22	22	20
English Grade 10	20	20	19
Mathematics Grade 10	21	19	16
Science Grade 10	23	0	25
Social Studies Grade 10	23	19	19

(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%	4	0.6%
Eligible for Free Lunch	37	6.2%	49	8.0%	44	7.1%

### 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		95.3%		95.5%		95.9%
Student Suspensions	55	9.5%	21	3.5%	51	8.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.0%	6.7%	4.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	99%	96%

### Staff Counts

Staff	2002–2003
Total Teachers	43
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	65	35	54%	81	61	75%	95	75	79%
Students with Disabilities	6	1	17%	3	0	0%	7	1	14%
All Students	71	36	51%	84	61	73%	102	76	75%

\*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	63	26	3	2	6	2
Percent	62%	25%	3%	2%	6%	2%

## 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)
7	1	2	9

\*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			5		6	
	Entered GED Program*			1		3	
	Total Noncompleters			6		9	
Students with Disabilities	Dropped Out			2		1	
	Entered GED Program*			0		0	
	Total Noncompleters			2		1	
All Students	Dropped Out	11	2.9%	7	1.7%	7	1.7%
	Entered GED Program*	3	0.8%	1	0.2%	3	0.7%
	Total Noncompleters	14	3.6%	8	2.0%	10	2.4%

\*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		110	0
	Number of Students with Disabilities		0	0
	Number of All Students		110	0
	Percent of Enrollment		54%	0%
9-12	Number of General-Education Students		408	105
	Number of Students with Disabilities		0	11
	Number of All Students		408	116
	Percent of Enrollment		100%	28%

## 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%	24	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	66	100%	59	95%	71	99%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	1	#	2	#

(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%	2	#	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	2	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	4	#	6	100%
Science	1	#	0	0%	1	#
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	2	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	67	108	98	5	6	13
Number Scoring 55–100	66	104	89	4	4	10
Number Scoring 65–100	64	91	78	3	1	6
Number Scoring 85–100	16	48	43	0	0	0
Percentage of Tested Scoring 55–100	99%	96%	91%	80%	67%	77%
Percentage of Tested Scoring 65–100	96%	84%	80%	60%	17%	46%
Percentage of Tested Scoring 85–100	24%	44%	44%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	3	96	95	0	9	9
Number Scoring 55–100	#	79	84	0	4	5
Number Scoring 65–100	#	61	74	0	4	4
Number Scoring 85–100	#	25	9	0	1	0
Percentage of Tested Scoring 55–100	#	82%	88%	0%	44%	56%
Percentage of Tested Scoring 65–100	#	64%	78%	0%	44%	44%
Percentage of Tested Scoring 85–100	#	26%	9%	0%	11%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	91	5	0	1	0
Number Scoring 55–100	0	88	3	0	#	0
Number Scoring 65–100	0	79	2	0	#	0
Number Scoring 85–100	0	10	0	0	#	0
Percentage of Tested Scoring 55–100	0%	97%	60%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	87%	40%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	11%	0%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	127	95	101	6	9	11
Number Scoring 55–100	127	88	93	6	5	7
Number Scoring 65–100	127	85	82	6	4	6
Number Scoring 85–100	77	35	43	2	0	1
Percentage of Tested Scoring 55–100	100%	93%	92%	100%	56%	64%
Percentage of Tested Scoring 65–100	100%	89%	81%	100%	44%	55%
Percentage of Tested Scoring 85–100	61%	37%	43%	33%	0%	9%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	86	116	104	5	5	14
Number Scoring 55–100	81	110	96	4	5	10
Number Scoring 65–100	78	103	92	3	5	9
Number Scoring 85–100	46	45	55	0	0	1
Percentage of Tested Scoring 55–100	94%	95%	92%	80%	100%	71%
Percentage of Tested Scoring 65–100	91%	89%	88%	60%	100%	64%
Percentage of Tested Scoring 85–100	53%	39%	53%	0%	0%	7%

(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	106	94	118	6	8	13
Number Scoring 55–100	106	93	115	6	8	11
Number Scoring 65–100	105	93	108	5	8	9
Number Scoring 85–100	47	52	35	1	2	1
Percentage of Tested Scoring 55–100	100%	99%	97%	100%	100%	85%
Percentage of Tested Scoring 65–100	99%	99%	92%	83%	100%	69%
Percentage of Tested Scoring 85–100	44%	55%	30%	17%	25%	8%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	97	94	78	10	7	4
Number Scoring 55–100	95	92	77	9	7	#
Number Scoring 65–100	90	88	72	6	5	#
Number Scoring 85–100	57	54	48	1	1	#
Percentage of Tested Scoring 55–100	98%	98%	99%	90%	100%	#
Percentage of Tested Scoring 65–100	93%	94%	92%	60%	71%	#
Percentage of Tested Scoring 85–100	59%	57%	62%	10%	14%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		89	76		1	5
Number Scoring 55–100		89	74		#	4
Number Scoring 65–100		81	63		#	3
Number Scoring 85–100		23	21		#	0
Percentage of Tested Scoring 55–100		100%	97%		#	80%
Percentage of Tested Scoring 65–100		91%	83%		#	60%
Percentage of Tested Scoring 85–100		26%	28%		#	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	19	0	0	0	0	0
Number Scoring 55–100	19	0	0	0	0	0
Number Scoring 65–100	18	0	0	0	0	0
Number Scoring 85–100	13	0	0	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	68%	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	53	54	45	2	1	1
Number Scoring 55–100	53	53	45	#	#	#
Number Scoring 65–100	52	53	45	#	#	#
Number Scoring 85–100	44	39	32	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 65–100	98%	98%	100%	#	#	#
Percentage of Tested Scoring 85–100	83%	72%	71%	#	#	#
<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	100	10	1	3	2	1
Number Scoring 55–100	92	6	#	#	#	#
Number Scoring 65–100	89	4	#	#	#	#
Number Scoring 85–100	51	0	#	#	#	#
Percentage of Tested Scoring 55–100	92%	60%	#	#	#	#
Percentage of Tested Scoring 65–100	89%	40%	#	#	#	#
Percentage of Tested Scoring 85–100	51%	0%	#	#	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	64	104	2	0	1	0
Number Scoring 55–100	54	99	#	0	#	0
Number Scoring 65–100	44	89	#	0	#	0
Number Scoring 85–100	20	10	#	0	#	0
Percentage of Tested Scoring 55–100	84%	95%	#	0%	#	0%
Percentage of Tested Scoring 65–100	69%	86%	#	0%	#	0%
Percentage of Tested Scoring 85–100	31%	10%	#	0%	#	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	11	100%	0	0%	0	0%
Students with Disabilities	2	#	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	92	1%	27%	51%	21%
	Students with Disabilities	6	0%	33%	67%	0%
	All Students	98	1%	28%	52%	19%

(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	97	97	97	11	11	11	108	108	108
Number Scoring 55–64	1	5	1	0	1	1	1	6	2
Number Scoring 65–84	37	46	43	6	7	6	43	53	49
Number Scoring 85–100	57	44	53	1	0	1	58	44	54
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)