

New York State School Report Card Comprehensive Information Report

BEDS Code: 43-14-01-04-0002

Grade Range : 6-12

Name: Honeoye Middle School High School

Principal: Craig Dennison

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	88	84	101
Ungraded Elementary	0	0	0
Seventh	97	86	96
Eighth	90	92	85
Ninth	83	92	101
Tenth	92	84	90
Eleventh	77	85	70
Twelfth	68	75	82
Ungraded Secondary	0	0	0
Total K-12 Enrollment	595	598	625

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	4	0.7%	8	1.3%	8	1.3%
Black (Not Hispanic)	5	0.8%	1	0.2%	1	0.2%
Hispanic	3	0.5%	3	0.5%	2	0.3%
White (Not Hispanic)	583	98.0%	586	98.0%	614	98.2%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	16	21
Mathematics Grade 8	22	18	17
Science Grade 8	20	19	21
Social Studies Grade 8	23	18	22
English Grade 10	24	21	0
Mathematics Grade 10	0	14	25
Science Grade 10	25	21	20
Social Studies Grade 10	22	16	0

(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
49	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 lower 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	107	18.0%	44	7.4%	35	5.6%

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		94.3%		95.6%		93.3%
Student Suspensions	62	10.3%	35	5.9%	33	5.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.6%	3.2%	4.6%
Public Assistance	1-10%	31-40%	11-20%
Student Stability	100%	97%	96%

Staff Counts

Staff	2002–2003
Total Teachers	50
Total Other Professional Staff	4
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	46	30	65%	63	63	100%	66	48	73%
Students with Disabilities	15	4	27%	9	8	89%	9	3	33%
All Students	61	34	56%	72	71	99%	75	51	68%

*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	36	32	0	3	4	0
Percent	48%	43%	0%	4%	5%	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)
9	3	4	13

*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			8		3	
	Entered GED Program*			2		4	
	Total Noncompleters			10		7	
Students with Disabilities	Dropped Out			0		4	
	Entered GED Program*			0		0	
	Total Noncompleters			0		4	
All Students	Dropped Out	7	2.2%	8	2.4%	7	2.0%
	Entered GED Program*	1	0.3%	2	0.6%	4	1.2%
	Total Noncompleters	8	2.5%	10	3.0%	11	3.2%

*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		81	83
	Number of Students with Disabilities		11	12
	Number of All Students		92	95
	Percent of Enrollment		35%	34%
9-12	Number of General-Education Students		80	0
	Number of Students with Disabilities		10	0
	Number of All Students		90	0
	Percent of Enrollment		27%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	25	96%	37	92%	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	49	92%	42	95%	4	#

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	1	#	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%	2	#	0	0%
Science	0	0%	2	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	3	#	0	0%	0	0%

Students with Disabilities

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	72	77	69	10	9	12
Number Scoring 55–100	72	71	64	10	7	9
Number Scoring 65–100	68	65	60	8	6	7
Number Scoring 85–100	22	26	22	1	0	1
Percentage of Tested Scoring 55–100	100%	92%	93%	100%	78%	75%
Percentage of Tested Scoring 65–100	94%	84%	87%	80%	67%	58%
Percentage of Tested Scoring 85–100	31%	34%	32%	10%	0%	8%
Mathematics A						
Number Tested	5	62	37	4	12	13
Number Scoring 55–100	2	49	20	#	6	6
Number Scoring 65–100	1	43	13	#	4	4
Number Scoring 85–100	1	12	0	#	0	0
Percentage of Tested Scoring 55–100	40%	79%	54%	#	50%	46%
Percentage of Tested Scoring 65–100	20%	69%	35%	#	33%	31%
Percentage of Tested Scoring 85–100	20%	19%	0%	#	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	20	0	0	1
Number Scoring 55–100	0	0	20	0	0	#
Number Scoring 65–100	0	0	17	0	0	#
Number Scoring 85–100	0	0	6	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	85%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	30%	0%	0%	#
Global History and Geography						
Number Tested	83	72	85	13	11	13
Number Scoring 55–100	83	70	73	13	9	8
Number Scoring 65–100	83	69	62	13	8	4
Number Scoring 85–100	35	32	21	1	1	1
Percentage of Tested Scoring 55–100	100%	97%	86%	100%	82%	62%
Percentage of Tested Scoring 65–100	100%	96%	73%	100%	73%	31%
Percentage of Tested Scoring 85–100	42%	44%	25%	8%	9%	8%
U.S. History and Government (first administered June 2001)						
Number Tested	65	80	72	9	10	13
Number Scoring 55–100	63	75	68	8	7	9
Number Scoring 65–100	58	67	65	4	6	7
Number Scoring 85–100	29	18	36	0	1	1
Percentage of Tested Scoring 55–100	97%	94%	94%	89%	70%	69%
Percentage of Tested Scoring 65–100	89%	84%	90%	44%	60%	54%
Percentage of Tested Scoring 85–100	45%	23%	50%	0%	10%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	61	90	78	4	11	8
Number Scoring 55–100	61	86	74	#	9	7
Number Scoring 65–100	61	85	71	#	9	6
Number Scoring 85–100	20	44	31	#	2	1
Percentage of Tested Scoring 55–100	100%	96%	95%	#	82%	88%
Percentage of Tested Scoring 65–100	100%	94%	91%	#	82%	75%
Percentage of Tested Scoring 85–100	33%	49%	40%	#	18%	12%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	88	93	83	6	13	15
Number Scoring 55–100	87	79	75	5	9	12
Number Scoring 65–100	86	73	66	5	8	10
Number Scoring 85–100	44	26	16	0	0	2
Percentage of Tested Scoring 55–100	99%	85%	90%	83%	69%	80%
Percentage of Tested Scoring 65–100	98%	78%	80%	83%	62%	67%
Percentage of Tested Scoring 85–100	50%	28%	19%	0%	0%	13%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		48	64		2	3
Number Scoring 55–100		38	58		#	#
Number Scoring 65–100		28	46		#	#
Number Scoring 85–100		2	5		#	#
Percentage of Tested Scoring 55–100		79%	91%		#	#
Percentage of Tested Scoring 65–100		58%	72%		#	#
Percentage of Tested Scoring 85–100		4%	8%		#	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	12	11	21	0	0	0
Number Scoring 55–100	12	11	21	0	0	0
Number Scoring 65–100	12	11	21	0	0	0
Number Scoring 85–100	8	8	14	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	67%	73%	67%	0%	0%	0%
Comprehensive Italian						
Number Tested	1	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	0%	0%	0%	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	25	15	43	0	0	2
Number Scoring 55–100	25	15	42	0	0	#
Number Scoring 65–100	25	15	41	0	0	#
Number Scoring 85–100	21	7	27	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	95%	0%	0%	#
Percentage of Tested Scoring 85–100	84%	47%	63%	0%	0%	#
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	73	16	1	6	3	0
Number Scoring 55–100	63	8	#	5	#	0
Number Scoring 65–100	56	7	#	4	#	0
Number Scoring 85–100	28	0	#	0	#	0
Percentage of Tested Scoring 55–100	86%	50%	#	83%	#	0%
Percentage of Tested Scoring 65–100	77%	44%	#	67%	#	0%
Percentage of Tested Scoring 85–100	38%	0%	#	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	59	42	15	2	1	0
Number Scoring 55–100	46	41	12	#	#	0
Number Scoring 65–100	29	40	11	#	#	0
Number Scoring 85–100	9	28	4	#	#	0
Percentage of Tested Scoring 55–100	78%	98%	80%	#	#	0%
Percentage of Tested Scoring 65–100	49%	95%	73%	#	#	0%
Percentage of Tested Scoring 85–100	15%	67%	27%	#	#	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	30	100%	27	4%	12	100%
Students with Disabilities	10	100%	11	0%	9	78%

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
Nov 2002	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 2003	General-Education Students	73	0%	10%	82%	8%
	Students with Disabilities	12	8%	25%	67%	0%
	All Students	85	1%	12%	80%	7%

(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
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

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	67	67	67	15	15	15	82	82	82
Number Scoring 55–64	0	2	1	0	1	1	0	3	2
Number Scoring 65–84	34	44	34	9	6	5	43	50	39
Number Scoring 85–100	31	17	30	1	1	2	32	18	32
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)