

New York State School Report Card Comprehensive Information Report

BEDS Code: 57-18-00-01-0006
 Name: Hornell Senior High School
 Principal: Sean Gaffney

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	151	137	165
Eighth	179	170	142
Ninth	198	182	167
Tenth	192	195	180
Eleventh	148	191	180
Twelfth	146	140	166
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1014	1015	1000

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	10	1.0%	9	0.9%	8	0.8%
Black (Not Hispanic)	30	3.0%	28	2.8%	34	3.4%
Hispanic	3	0.3%	5	0.5%	13	1.3%
White (Not Hispanic)	971	95.8%	973	95.9%	945	94.5%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	21	23
Mathematics Grade 8	27	22	20
Science Grade 8	21	17	21
Social Studies Grade 8	21	22	26
English Grade 10	19	18	22
Mathematics Grade 10	22	20	0
Science Grade 10	12	30	0
Social Studies Grade 10	19	22	23

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
48	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the higher 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	2	0.2%	2	0.2%	1	0.1%
Eligible for Free Lunch	235	23.2%	297	29.3%	356	35.6%

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		93.9%		95.0%		92.6%
Student Suspensions	71	6.9%	53	5.2%	95	9.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.5%	10.9%	12.4%
Public Assistance	51-60%	31-40%	41-50%
Student Stability	100%	90%	92%

Staff Counts

Staff	2002–2003
Total Teachers	75
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	7
Teachers with Temporary Licenses	1

*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	105	71	68%	101	67	66%	105	73	70%
Students with Disabilities	14	1	7%	3	2	67%	10	1	10%
All Students	119	72	61%	104	69	66%	115	74	64%

*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	51	48	0	7	8	1
Percent	44%	42%	0%	6%	7%	1%

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)
10	1	14	24

*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			46		31	
	Entered GED Program*			0		1	
	Total Noncompleters			46		32	
Students with Disabilities	Dropped Out			8		13	
	Entered GED Program*			0		0	
	Total Noncompleters			8		13	
All Students	Dropped Out	43	6.3%	54	7.6%	44	6.3%
	Entered GED Program*	6	0.9%	0	0.0%	1	0.1%
	Total Noncompleters	49	7.2%	54	7.6%	45	6.5%

*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		268	272
	Number of Students with Disabilities		38	35
	Number of All Students		306	307
	Percent of Enrollment		100%	100%
9-12	Number of General-Education Students		652	608
	Number of Students with Disabilities		54	85
	Number of All Students		706	693
	Percent of Enrollment		100%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	37	86%	45	96%	43	79%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	120	68%	101	52%	94	90%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	12	25%	1	#	5	20%

(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	#	1	#
Science	8	88%	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	3	#	1	#	1	#
U.S. Hist & Gov't	17	65%	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	36	36%	3	#	32	56%
Science	20	40%	0	0%	25	24%
Reading	33	24%	1	#	9	33%
Writing	20	25%	1	#	8	38%
Global Studies	23	9%	0	0%	19	0%
U.S. Hist & Gov't	0	0%	1	#	26	4%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	110	143	150	4	12	13
Number Scoring 55–100	107	140	144	#	10	9
Number Scoring 65–100	98	128	136	#	5	7
Number Scoring 85–100	26	49	47	#	1	0
Percentage of Tested Scoring 55–100	97%	98%	96%	#	83%	69%
Percentage of Tested Scoring 65–100	89%	90%	91%	#	42%	54%
Percentage of Tested Scoring 85–100	24%	34%	31%	#	8%	0%
Mathematics A						
Number Tested	0	144	170	0	1	32
Number Scoring 55–100	0	108	118	0	#	8
Number Scoring 65–100	0	93	85	0	#	5
Number Scoring 85–100	0	35	18	0	#	1
Percentage of Tested Scoring 55–100	0%	75%	69%	0%	#	25%
Percentage of Tested Scoring 65–100	0%	65%	50%	0%	#	16%
Percentage of Tested Scoring 85–100	0%	24%	11%	0%	#	3%
Mathematics B (first administered June 2001)						
Number Tested	0	2	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%
Global History and Geography						
Number Tested	159	135	120	34	3	11
Number Scoring 55–100	147	126	108	22	#	7
Number Scoring 65–100	131	109	98	12	#	6
Number Scoring 85–100	42	30	25	6	#	1
Percentage of Tested Scoring 55–100	92%	93%	90%	65%	#	64%
Percentage of Tested Scoring 65–100	82%	81%	82%	35%	#	55%
Percentage of Tested Scoring 85–100	26%	22%	21%	18%	#	9%
U.S. History and Government (first administered June 2001)						
Number Tested	114	145	173	6	9	19
Number Scoring 55–100	99	132	164	4	6	15
Number Scoring 65–100	89	107	148	1	6	11
Number Scoring 85–100	34	27	50	0	0	2
Percentage of Tested Scoring 55–100	87%	91%	95%	67%	67%	79%
Percentage of Tested Scoring 65–100	78%	74%	86%	17%	67%	58%
Percentage of Tested Scoring 85–100	30%	19%	29%	0%	0%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	125	257	123	26	3	16
Number Scoring 55–100	114	253	118	16	#	13
Number Scoring 65–100	103	244	101	8	#	6
Number Scoring 85–100	20	72	24	0	#	0
Percentage of Tested Scoring 55–100	91%	98%	96%	62%	#	81%
Percentage of Tested Scoring 65–100	82%	95%	82%	31%	#	38%
Percentage of Tested Scoring 85–100	16%	28%	20%	0%	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	164	6	93	11	0	8
Number Scoring 55–100	148	4	90	7	0	7
Number Scoring 65–100	135	4	85	4	0	6
Number Scoring 85–100	50	0	45	1	0	0
Percentage of Tested Scoring 55–100	90%	67%	97%	64%	0%	88%
Percentage of Tested Scoring 65–100	82%	67%	91%	36%	0%	75%
Percentage of Tested Scoring 85–100	30%	0%	48%	9%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		79	115		2	5
Number Scoring 55–100		77	113		#	5
Number Scoring 65–100		66	95		#	4
Number Scoring 85–100		18	22		#	0
Percentage of Tested Scoring 55–100		97%	98%		#	100%
Percentage of Tested Scoring 65–100		84%	83%		#	80%
Percentage of Tested Scoring 85–100		23%	19%		#	0%
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	30	31	28	0	0	0
Number Scoring 55–100	29	31	27	0	0	0
Number Scoring 65–100	27	27	26	0	0	0
Number Scoring 85–100	13	5	8	0	0	0
Percentage of Tested Scoring 55–100	97%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	87%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	43%	16%	29%	0%	0%	0%
Comprehensive Italian						
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 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	45	37	42	1	0	1
Number Scoring 55–100	43	36	41	#	0	#
Number Scoring 65–100	42	34	40	#	0	#
Number Scoring 85–100	12	11	18	#	0	#
Percentage of Tested Scoring 55–100	96%	97%	98%	#	0%	#
Percentage of Tested Scoring 65–100	93%	92%	95%	#	0%	#
Percentage of Tested Scoring 85–100	27%	30%	43%	#	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	130	37	1	7	5	0
Number Scoring 55–100	98	21	#	3	1	0
Number Scoring 65–100	88	13	#	2	0	0
Number Scoring 85–100	46	0	#	0	0	0
Percentage of Tested Scoring 55–100	75%	57%	#	43%	20%	0%
Percentage of Tested Scoring 65–100	68%	35%	#	29%	0%	0%
Percentage of Tested Scoring 85–100	35%	0%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	67	103	75	0	2	1
Number Scoring 55–100	49	86	56	0	#	#
Number Scoring 65–100	42	76	49	0	#	#
Number Scoring 85–100	17	28	19	0	#	#
Percentage of Tested Scoring 55–100	73%	83%	75%	0%	#	#
Percentage of Tested Scoring 65–100	63%	74%	65%	0%	#	#
Percentage of Tested Scoring 85–100	25%	27%	25%	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%	57	98%	50	90%
Students with Disabilities	3	#	4	#	8	75%

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	103	1%	36%	52%	11%
	Students with Disabilities	15	0%	67%	27%	7%
	All Students	118	1%	40%	49%	10%

(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	130	130	130	29	29	29	159	159	159
Number Scoring 55–64	3	11	5	8	2	4	11	13	9
Number Scoring 65–84	74	71	72	7	8	9	81	79	81
Number Scoring 85–100	38	31	41	0	0	0	38	31	41
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)