

New York State School Report Card Comprehensive Information Report

BEDS Code: 11-07-01-06-0001
 Name: Homer Senior High School
 Principal: Fred Farah

Grade Range : 9-12

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	0	0	0
Eighth	0	0	0
Ninth	219	211	207
Tenth	227	214	198
Eleventh	187	213	191
Twelfth	177	187	211
Ungraded Secondary	0	0	0
Total K-12 Enrollment	810	825	807

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	2	0.2%	3	0.4%	4	0.5%
Black (Not Hispanic)	7	0.9%	6	0.7%	9	1.1%
Hispanic	3	0.4%	4	0.5%	8	1.0%
White (Not Hispanic)	798	98.5%	812	98.4%	786	97.4%

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	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	17	19	18
Mathematics Grade 10	16	23	22
Science Grade 10	19	18	16
Social Studies Grade 10	19	21	21

(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	6	0.7%	5	0.6%	9	1.1%
Eligible for Free Lunch	56	6.9%	64	7.8%	61	7.6%

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		93.8%		93.6%		94.6%
Student Suspensions	45	5.6%	69	8.5%	42	5.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.2%	3.5%	4.5%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	96%	91%	97%

Staff Counts

Staff	2002–2003
Total Teachers	61
Total Other Professional Staff	6
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	131	73	56%	160	104	65%	189	141	75%
Students with Disabilities	21	5	24%	16	3	19%	15	2	13%
All Students	152	78	51%	176	107	61%	204	143	70%

*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	94	52	2	11	33	12
Percent	46%	25%	1%	5%	16%	6%

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)
15	2	1	16

*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			10		6	
	Entered GED Program*			1		3	
	Total Noncompleters			11		9	
Students with Disabilities	Dropped Out			7		4	
	Entered GED Program*			0		1	
	Total Noncompleters			7		5	
All Students	Dropped Out	14	1.7%	17	2.1%	10	1.2%
	Entered GED Program*	5	0.6%	1	0.1%	4	0.5%
	Total Noncompleters	19	2.3%	18	2.2%	14	1.7%

*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	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%

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	0	0%	0	0%	0	0%

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	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%	1	#	7	100%
Science	3	#	1	#	3	#
Reading	1	#	1	#	0	0%
Writing	1	#	1	#	0	0%
Global Studies	3	#	0	0%	2	#
U.S. Hist & Gov't	7	43%	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	80%	11	91%	15	100%
Science	10	50%	5	100%	8	62%
Reading	4	#	0	0%	12	100%
Writing	4	#	1	#	12	92%
Global Studies	4	#	2	#	10	90%
U.S. Hist & Gov't	6	50%	3	#	5	40%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	195	200	178	10	19	25
Number Scoring 55–100	185	198	167	10	18	21
Number Scoring 65–100	169	187	154	9	12	12
Number Scoring 85–100	46	76	86	0	0	1
Percentage of Tested Scoring 55–100	95%	99%	94%	100%	95%	84%
Percentage of Tested Scoring 65–100	87%	94%	87%	90%	63%	48%
Percentage of Tested Scoring 85–100	24%	38%	48%	0%	0%	4%
Mathematics A						
Number Tested	0	59	208	0	15	25
Number Scoring 55–100	0	19	176	0	2	15
Number Scoring 65–100	0	7	148	0	2	12
Number Scoring 85–100	0	0	59	0	0	0
Percentage of Tested Scoring 55–100	0%	32%	85%	0%	13%	60%
Percentage of Tested Scoring 65–100	0%	12%	71%	0%	13%	48%
Percentage of Tested Scoring 85–100	0%	0%	28%	0%	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	227	181	197	17	25	24
Number Scoring 55–100	222	174	181	15	23	20
Number Scoring 65–100	210	159	167	14	16	13
Number Scoring 85–100	76	61	66	1	0	1
Percentage of Tested Scoring 55–100	98%	96%	92%	88%	92%	83%
Percentage of Tested Scoring 65–100	93%	88%	85%	82%	64%	54%
Percentage of Tested Scoring 85–100	33%	34%	34%	6%	0%	4%
U.S. History and Government (first administered June 2001)						
Number Tested	171	220	199	14	19	24
Number Scoring 55–100	165	205	196	11	15	22
Number Scoring 65–100	154	180	186	11	12	20
Number Scoring 85–100	88	78	87	2	3	2
Percentage of Tested Scoring 55–100	96%	93%	98%	79%	79%	92%
Percentage of Tested Scoring 65–100	90%	82%	93%	79%	63%	83%
Percentage of Tested Scoring 85–100	51%	35%	44%	14%	16%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	161	162	192	7	12	24
Number Scoring 55–100	161	157	183	7	10	19
Number Scoring 65–100	158	153	174	7	8	18
Number Scoring 85–100	42	61	49	1	1	1
Percentage of Tested Scoring 55–100	100%	97%	95%	100%	83%	79%
Percentage of Tested Scoring 65–100	98%	94%	91%	100%	67%	75%
Percentage of Tested Scoring 85–100	26%	38%	26%	14%	8%	4%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	207	197	207	32	24	22
Number Scoring 55–100	189	182	184	21	21	16
Number Scoring 65–100	177	173	171	16	19	13
Number Scoring 85–100	80	72	79	2	4	2
Percentage of Tested Scoring 55–100	91%	92%	89%	66%	88%	73%
Percentage of Tested Scoring 65–100	86%	88%	83%	50%	79%	59%
Percentage of Tested Scoring 85–100	39%	37%	38%	6%	17%	9%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		129	135		1	4
Number Scoring 55–100		118	123		#	#
Number Scoring 65–100		102	97		#	#
Number Scoring 85–100		22	17		#	#
Percentage of Tested Scoring 55–100		91%	91%		#	#
Percentage of Tested Scoring 65–100		79%	72%		#	#
Percentage of Tested Scoring 85–100		17%	13%		#	#
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	21	44	24	0	0	0
Number Scoring 55–100	21	43	24	0	0	0
Number Scoring 65–100	20	40	24	0	0	0
Number Scoring 85–100	13	17	14	0	0	0
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	39%	58%	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	15	17	16	1	0	0
Number Scoring 55–100	15	17	15	#	0	0
Number Scoring 65–100	14	16	14	#	0	0
Number Scoring 85–100	8	6	5	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	94%	#	0%	0%
Percentage of Tested Scoring 65–100	93%	94%	88%	#	0%	0%
Percentage of Tested Scoring 85–100	53%	35%	31%	#	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	76	62	82	2	0	1
Number Scoring 55–100	75	61	80	#	0	#
Number Scoring 65–100	72	56	76	#	0	#
Number Scoring 85–100	46	17	53	#	0	#
Percentage of Tested Scoring 55–100	99%	98%	98%	#	0%	#
Percentage of Tested Scoring 65–100	95%	90%	93%	#	0%	#
Percentage of Tested Scoring 85–100	61%	27%	65%	#	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	153	146	19	5	2	1
Number Scoring 55–100	124	133	16	3	#	#
Number Scoring 65–100	107	125	15	1	#	#
Number Scoring 85–100	46	65	2	0	#	#
Percentage of Tested Scoring 55–100	81%	91%	84%	60%	#	#
Percentage of Tested Scoring 65–100	70%	86%	79%	20%	#	#
Percentage of Tested Scoring 85–100	30%	45%	11%	0%	#	#
Sequential Mathematics, Course III						
Number Tested	163	89	117	2	1	1
Number Scoring 55–100	147	81	99	#	#	#
Number Scoring 65–100	126	75	88	#	#	#
Number Scoring 85–100	57	37	42	#	#	#
Percentage of Tested Scoring 55–100	90%	91%	85%	#	#	#
Percentage of Tested Scoring 65–100	77%	84%	75%	#	#	#
Percentage of Tested Scoring 85–100	35%	42%	36%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	33	100%	9	100%	34	88%
Students with Disabilities	14	71%	2	#	16	88%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	193	193	193	18	18	18	211	211	211
Number Scoring 55–64	7	12	7	2	3	0	9	15	7
Number Scoring 65–84	109	100	110	13	8	9	122	108	119
Number Scoring 85–100	72	70	71	0	2	1	72	72	72
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)