

New York State School Report Card Comprehensive Information Report

BEDS Code: 44-09-01-04-0003

Grade Range : 9-12

Name: James I. O'Neill High School

Principal: Louis Trombetta

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	78	81	0
Eighth	65	79	0
Ninth	145	161	177
Tenth	154	148	161
Eleventh	116	145	137
Twelfth	136	111	136
Ungraded Secondary	4	1	3
Total K-12 Enrollment	698	726	614

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	15	2.1%	27	3.7%	25	4.1%
Black (Not Hispanic)	97	13.9%	113	15.6%	88	14.3%
Hispanic	48	6.9%	59	8.1%	45	7.3%
White (Not Hispanic)	538	77.1%	527	72.6%	456	74.3%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	12	0
Mathematics Grade 8	21	24	21
Science Grade 8	22	25	0
Social Studies Grade 8	23	25	0
English Grade 10	21	20	26
Mathematics Grade 10	19	0	17
Science Grade 10	15	22	39
Social Studies Grade 10	24	20	20

(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%	17	2.3%	9	1.5%
Eligible for Free Lunch	56	8.0%	48	6.6%	65	10.6%

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		94.6%		96.0%		95.4%
Student Suspensions	53	8.2%	98	14.0%	33	4.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.9%	3.3%	4.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	90%	96%	98%

Staff Counts

Staff	2002–2003
Total Teachers	39
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	7
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	110	62	56%	90	62	69%	117	72	62%
Students with Disabilities	6	3	50%	5	0	0%	12	1	8%
All Students	116	65	56%	95	62	65%	129	73	57%

*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	64	37	1	4	22	1
Percent	50%	29%	1%	3%	17%	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)
12	1	1	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			5		7	
	Entered GED Program*			0		1	
	Total Noncompleters			5		8	
Students with Disabilities	Dropped Out			3		0	
	Entered GED Program*			0		0	
	Total Noncompleters			3		0	
All Students	Dropped Out	5	0.9%	8	1.4%	7	1.1%
	Entered GED Program*	1	0.2%	0	0.0%	1	0.2%
	Total Noncompleters	6	1.1%	8	1.4%	8	1.3%

*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	13	77%	15	87%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	82	95%	49	69%	3	#

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	3	#	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	1	#	2	#	12	92%
Science	0	0%	1	#	1	#
Reading	0	0%	1	#	5	80%
Writing	0	0%	0	0%	6	50%
Global Studies	2	#	1	#	3	#
U.S. Hist & Gov't	15	60%	0	0%	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	78%	4	#	23	52%
Science	21	38%	8	62%	14	21%
Reading	8	100%	7	71%	14	79%
Writing	6	83%	2	#	11	45%
Global Studies	7	57%	3	#	11	55%
U.S. Hist & Gov't	6	17%	1	#	9	67%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	126	130	143	10	11	14
Number Scoring 55–100	118	111	125	6	5	8
Number Scoring 65–100	108	97	111	3	3	4
Number Scoring 85–100	40	46	48	0	1	0
Percentage of Tested Scoring 55–100	94%	85%	87%	60%	45%	57%
Percentage of Tested Scoring 65–100	86%	75%	78%	30%	27%	29%
Percentage of Tested Scoring 85–100	32%	35%	34%	0%	9%	0%
Mathematics A						
Number Tested	83	135	223	3	7	15
Number Scoring 55–100	66	90	178	#	1	5
Number Scoring 65–100	50	70	153	#	1	4
Number Scoring 85–100	3	35	33	#	0	0
Percentage of Tested Scoring 55–100	80%	67%	80%	#	14%	33%
Percentage of Tested Scoring 65–100	60%	52%	69%	#	14%	27%
Percentage of Tested Scoring 85–100	4%	26%	15%	#	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	44	0	0	0
Number Scoring 55–100	0	0	41	0	0	0
Number Scoring 65–100	0	0	37	0	0	0
Number Scoring 85–100	0	0	9	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	84%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	20%	0%	0%	0%
Global History and Geography						
Number Tested	159	143	162	11	15	15
Number Scoring 55–100	156	131	140	11	12	8
Number Scoring 65–100	144	115	129	6	6	6
Number Scoring 85–100	71	32	54	2	0	0
Percentage of Tested Scoring 55–100	98%	92%	86%	100%	80%	53%
Percentage of Tested Scoring 65–100	91%	80%	80%	55%	40%	40%
Percentage of Tested Scoring 85–100	45%	22%	33%	18%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	95	130	134	10	10	14
Number Scoring 55–100	91	122	124	7	9	8
Number Scoring 65–100	83	105	111	4	4	5
Number Scoring 85–100	47	49	58	1	1	0
Percentage of Tested Scoring 55–100	96%	94%	93%	70%	90%	57%
Percentage of Tested Scoring 65–100	87%	81%	83%	40%	40%	36%
Percentage of Tested Scoring 85–100	49%	38%	43%	10%	10%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	183	209	159	0	17	19
Number Scoring 55–100	182	198	150	0	16	12
Number Scoring 65–100	171	190	133	0	11	9
Number Scoring 85–100	28	53	34	0	0	1
Percentage of Tested Scoring 55–100	99%	95%	94%	0%	94%	63%
Percentage of Tested Scoring 65–100	93%	91%	84%	0%	65%	47%
Percentage of Tested Scoring 85–100	15%	25%	21%	0%	0%	5%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	22	65	106	3	3	7
Number Scoring 55–100	12	55	97	#	#	5
Number Scoring 65–100	10	51	92	#	#	5
Number Scoring 85–100	2	7	26	#	#	0
Percentage of Tested Scoring 55–100	55%	85%	92%	#	#	71%
Percentage of Tested Scoring 65–100	45%	78%	87%	#	#	71%
Percentage of Tested Scoring 85–100	9%	11%	25%	#	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		74	98		3	1
Number Scoring 55–100		68	98		#	#
Number Scoring 65–100		55	82		#	#
Number Scoring 85–100		3	17		#	#
Percentage of Tested Scoring 55–100		92%	100%		#	#
Percentage of Tested Scoring 65–100		74%	84%		#	#
Percentage of Tested Scoring 85–100		4%	17%		#	#
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	26	14	21	0	1	0
Number Scoring 55–100	26	14	21	0	#	0
Number Scoring 65–100	25	14	20	0	#	0
Number Scoring 85–100	16	7	15	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	96%	100%	95%	0%	#	0%
Percentage of Tested Scoring 85–100	62%	50%	71%	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	1	0	1	0	0	0
Number Scoring 55–100	#	0	#	0	0	0
Number Scoring 65–100	#	0	#	0	0	0
Number Scoring 85–100	#	0	#	0	0	0
Percentage of Tested Scoring 55–100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	#	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	53	81	67	0	1	0
Number Scoring 55–100	53	80	66	0	#	0
Number Scoring 65–100	51	80	66	0	#	0
Number Scoring 85–100	37	50	29	0	#	0
Percentage of Tested Scoring 55–100	100%	99%	99%	0%	#	0%
Percentage of Tested Scoring 65–100	96%	99%	99%	0%	#	0%
Percentage of Tested Scoring 85–100	70%	62%	43%	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	82	7	2	1	0	0
Number Scoring 55–100	78	7	#	#	0	0
Number Scoring 65–100	66	7	#	#	0	0
Number Scoring 85–100	21	4	#	#	0	0
Percentage of Tested Scoring 55–100	95%	100%	#	#	0%	0%
Percentage of Tested Scoring 65–100	80%	100%	#	#	0%	0%
Percentage of Tested Scoring 85–100	26%	57%	#	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	82	97	15	1	3	0
Number Scoring 55–100	67	78	12	#	#	0
Number Scoring 65–100	60	70	10	#	#	0
Number Scoring 85–100	31	35	2	#	#	0
Percentage of Tested Scoring 55–100	82%	80%	80%	#	#	0%
Percentage of Tested Scoring 65–100	73%	72%	67%	#	#	0%
Percentage of Tested Scoring 85–100	38%	36%	13%	#	#	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	0	0%	0	0%	1	#
Students with Disabilities	0	0%	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
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	115	115	115	12	12	12	127	127	127
Number Scoring 55–64	6	15	7	4	4	3	10	19	10
Number Scoring 65–84	57	51	72	5	4	6	62	55	78
Number Scoring 85–100	43	42	32	0	0	0	43	42	32
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)