

# New York State School Report Card Comprehensive Information Report

BEDS Code: 46-05-00-01-0005  
 Name: G. Ray Bodley High School  
 Principal: Dennis Dumas

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	298	304	299
Tenth	322	294	271
Eleventh	284	302	272
Twelfth	321	285	279
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1225	1185	1121

## 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	11	0.9%	14	1.2%	6	0.5%
Black (Not Hispanic)	11	0.9%	13	1.1%	19	1.7%
Hispanic	8	0.7%	11	0.9%	16	1.4%
White (Not Hispanic)	1195	97.6%	1147	96.8%	1080	96.3%

## 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	20	20	21
Mathematics Grade 10	21	19	20
Science Grade 10	23	20	18
Social Studies Grade 10	19	18	19

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. 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%	5	0.4%
Eligible for Free Lunch	165	13.5%	182	15.4%	253	22.6%

### 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		92.8%		92.7%		92.6%
Student Suspensions	81	6.3%	64	5.2%	53	4.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.9%	7.9%	11.5%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	91%	98%	92%

### Staff Counts

Staff	2002–2003
Total Teachers	82
Total Other Professional Staff	9
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	233	132	57%	201	124	62%	213	130	61%
Students with Disabilities	16	1	6%	12	2	17%	8	1	12%
All Students	249	133	53%	213	126	59%	221	131	59%

\*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	116	64	0	8	7	26
Percent	52%	29%	0%	4%	3%	12%

## 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)
8	1	7	15

\*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			64		4	
	Entered GED Program*			0		2	
	Total Noncompleters			64		6	
Students with Disabilities	Dropped Out			18		0	
	Entered GED Program*			0		1	
	Total Noncompleters			18		1	
All Students	Dropped Out	51	4.2%	82	6.9%	4	0.4%
	Entered GED Program*	27	2.2%	0	0.0%	3	0.3%
	Total Noncompleters	78	6.4%	82	6.9%	7	0.6%

\*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%	0	0%	0	0%
Science	3	#	2	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	14	86%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	80%	3	#	11	82%
Science	1	#	2	#	14	50%
Reading	6	17%	0	0%	3	#
Writing	6	33%	0	0%	2	#
Global Studies	1	#	1	#	4	#
U.S. Hist & Gov't	6	83%	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	257	256	246	13	10	19
Number Scoring 55–100	248	252	229	13	10	16
Number Scoring 65–100	227	217	220	10	7	15
Number Scoring 85–100	50	100	96	1	1	2
Percentage of Tested Scoring 55–100	96%	98%	93%	100%	100%	84%
Percentage of Tested Scoring 65–100	88%	85%	89%	77%	70%	79%
Percentage of Tested Scoring 85–100	19%	39%	39%	8%	10%	11%
<b>Mathematics A</b>						
Number Tested	357	303	260	19	22	17
Number Scoring 55–100	280	243	210	6	13	10
Number Scoring 65–100	232	192	164	5	9	5
Number Scoring 85–100	55	67	24	0	3	0
Percentage of Tested Scoring 55–100	78%	80%	81%	32%	59%	59%
Percentage of Tested Scoring 65–100	65%	63%	63%	26%	41%	29%
Percentage of Tested Scoring 85–100	15%	22%	9%	0%	14%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	22	11	0	1	0
Number Scoring 55–100	0	22	9	0	#	0
Number Scoring 65–100	0	20	2	0	#	0
Number Scoring 85–100	0	0	0	0	#	0
Percentage of Tested Scoring 55–100	0%	100%	82%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	91%	18%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	310	253	260	14	22	15
Number Scoring 55–100	303	240	229	13	21	11
Number Scoring 65–100	270	218	206	11	20	9
Number Scoring 85–100	104	79	92	0	2	0
Percentage of Tested Scoring 55–100	98%	95%	88%	93%	95%	73%
Percentage of Tested Scoring 65–100	87%	86%	79%	79%	91%	60%
Percentage of Tested Scoring 85–100	34%	31%	35%	0%	9%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	254	288	240	15	12	20
Number Scoring 55–100	223	282	238	9	11	19
Number Scoring 65–100	195	236	223	8	7	16
Number Scoring 85–100	88	81	122	0	0	6
Percentage of Tested Scoring 55–100	88%	98%	99%	60%	92%	95%
Percentage of Tested Scoring 65–100	77%	82%	93%	53%	58%	80%
Percentage of Tested Scoring 85–100	35%	28%	51%	0%	0%	30%

(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	264	250	238	7	17	18
Number Scoring 55–100	263	246	224	6	17	11
Number Scoring 65–100	248	244	221	6	16	11
Number Scoring 85–100	46	114	76	0	4	1
Percentage of Tested Scoring 55–100	100%	98%	94%	86%	100%	61%
Percentage of Tested Scoring 65–100	94%	98%	93%	86%	94%	61%
Percentage of Tested Scoring 85–100	17%	46%	32%	0%	24%	6%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	230	232	279	17	21	34
Number Scoring 55–100	212	211	220	15	18	18
Number Scoring 65–100	190	178	188	14	13	12
Number Scoring 85–100	63	47	40	4	2	0
Percentage of Tested Scoring 55–100	92%	91%	79%	88%	86%	53%
Percentage of Tested Scoring 65–100	83%	77%	67%	82%	62%	35%
Percentage of Tested Scoring 85–100	27%	20%	14%	24%	10%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		191	189		4	5
Number Scoring 55–100		163	168		#	4
Number Scoring 65–100		111	129		#	4
Number Scoring 85–100		14	29		#	0
Percentage of Tested Scoring 55–100		85%	89%		#	80%
Percentage of Tested Scoring 65–100		58%	68%		#	80%
Percentage of Tested Scoring 85–100		7%	15%		#	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	43	43	75	1	0	0
Number Scoring 55–100	43	43	74	#	0	0
Number Scoring 65–100	41	43	71	#	0	0
Number Scoring 85–100	19	17	41	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	99%	#	0%	0%
Percentage of Tested Scoring 65–100	95%	100%	95%	#	0%	0%
Percentage of Tested Scoring 85–100	44%	40%	55%	#	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	14	22	41	1	0	0
Number Scoring 55–100	14	22	40	#	0	0
Number Scoring 65–100	14	22	40	#	0	0
Number Scoring 85–100	9	6	23	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	98%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	98%	#	0%	0%
Percentage of Tested Scoring 85–100	64%	27%	56%	#	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	51	73	104	1	0	0
Number Scoring 55–100	51	73	104	#	0	0
Number Scoring 65–100	51	73	102	#	0	0
Number Scoring 85–100	38	54	73	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	98%	#	0%	0%
Percentage of Tested Scoring 85–100	75%	74%	70%	#	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	8	9	19	0	0	0
Number Scoring 55–100	7	7	19	0	0	0
Number Scoring 65–100	6	6	17	0	0	0
Number Scoring 85–100	4	3	4	0	0	0
Percentage of Tested Scoring 55–100	88%	78%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	75%	67%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	33%	21%	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	24	2	2	0	0	0
Number Scoring 55–100	20	#	#	0	0	0
Number Scoring 65–100	16	#	#	0	0	0
Number Scoring 85–100	2	#	#	0	0	0
Percentage of Tested Scoring 55–100	83%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	67%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	8%	#	#	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	175	191	138	2	2	3
Number Scoring 55–100	143	161	93	#	#	#
Number Scoring 65–100	119	145	82	#	#	#
Number Scoring 85–100	42	51	7	#	#	#
Percentage of Tested Scoring 55–100	82%	84%	67%	#	#	#
Percentage of Tested Scoring 65–100	68%	76%	59%	#	#	#
Percentage of Tested Scoring 85–100	24%	27%	5%	#	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	133	98%	120	95%	95	84%
Students with Disabilities	15	73%	16	100%	18	50%

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	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
<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	242	242	242	17	17	17	259	259	259
Number Scoring 55–64	10	20	11	1	3	2	11	23	13
Number Scoring 65–84	129	124	148	8	6	7	137	130	155
Number Scoring 85–100	92	74	74	0	0	0	92	74	74
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)