

New York State School Report Card Comprehensive Information Report

BEDS Code: 61-10-01-04-0002
 Name: Charles O. Dickerson High School
 Principal: John Furey

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	131	140	139
Tenth	128	129	126
Eleventh	105	122	119
Twelfth	113	107	116
Ungraded Secondary	0	0	0
Total K-12 Enrollment	477	498	500

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	7	1.5%	6	1.2%	10	2.0%
Black (Not Hispanic)	6	1.3%	6	1.2%	8	1.6%
Hispanic	3	0.6%	5	1.0%	8	1.6%
White (Not Hispanic)	461	96.6%	481	96.6%	474	94.8%

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	16	18	20
Mathematics Grade 10	16	20	20
Science Grade 10	22	21	31
Social Studies Grade 10	18	18	19

(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%	0	0.0%	0	0.0%
Eligible for Free Lunch	35	7.3%	49	9.8%	41	8.2%

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		95.8%		97.0%		94.8%
Student Suspensions	23	4.9%	10	2.1%	31	6.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.2%	6.2%	6.4%
Public Assistance	11-20%	11-20%	21-30%
Student Stability	100%	95%	97%

Staff Counts

Staff	2002–2003
Total Teachers	38
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	103	71	69%	95	64	67%	103	71	69%
Students with Disabilities	3	1	33%	3	2	67%	7	1	14%
All Students	106	72	68%	98	66	67%	110	72	65%

*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	52	41	0	1	15	1
Percent	47%	37%	0%	1%	14%	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)
7	1	0	7

*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		10	
	Entered GED Program*			0		0	
	Total Noncompleters			5		10	
Students with Disabilities	Dropped Out			2		1	
	Entered GED Program*			0		0	
	Total Noncompleters			2		1	
All Students	Dropped Out	4	0.8%	7	1.4%	11	2.2%
	Entered GED Program*	9	1.9%	0	0.0%	0	0.0%
	Total Noncompleters	13	2.7%	7	1.4%	11	2.2%

*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		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		452	458
	Number of Students with Disabilities		46	42
	Number of All Students		498	500
	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	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	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	2	#	4	#	0	0%
Reading	3	#	2	#	0	0%
Writing	3	#	1	#	0	0%
Global Studies	1	#	4	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	109	121	122	7	4	10
Number Scoring 55–100	103	114	111	6	#	3
Number Scoring 65–100	96	101	103	5	#	3
Number Scoring 85–100	57	63	43	1	#	0
Percentage of Tested Scoring 55–100	94%	94%	91%	86%	#	30%
Percentage of Tested Scoring 65–100	88%	83%	84%	71%	#	30%
Percentage of Tested Scoring 85–100	52%	52%	35%	14%	#	0%
Mathematics A						
Number Tested	8	124	155	2	3	14
Number Scoring 55–100	7	99	137	#	#	9
Number Scoring 65–100	7	87	127	#	#	5
Number Scoring 85–100	0	23	60	#	#	0
Percentage of Tested Scoring 55–100	88%	80%	88%	#	#	64%
Percentage of Tested Scoring 65–100	88%	70%	82%	#	#	36%
Percentage of Tested Scoring 85–100	0%	19%	39%	#	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	10	102	0	0	3
Number Scoring 55–100	0	9	56	0	0	#
Number Scoring 65–100	0	5	47	0	0	#
Number Scoring 85–100	0	1	4	0	0	#
Percentage of Tested Scoring 55–100	0%	90%	55%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	50%	46%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	10%	4%	0%	0%	#
Global History and Geography						
Number Tested	122	124	130	9	10	8
Number Scoring 55–100	121	118	113	9	6	1
Number Scoring 65–100	111	110	107	5	4	0
Number Scoring 85–100	39	46	57	0	0	0
Percentage of Tested Scoring 55–100	99%	95%	87%	100%	60%	12%
Percentage of Tested Scoring 65–100	91%	89%	82%	56%	40%	0%
Percentage of Tested Scoring 85–100	32%	37%	44%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	64	126	125	5	6	9
Number Scoring 55–100	55	124	121	4	6	6
Number Scoring 65–100	44	110	121	2	5	6
Number Scoring 85–100	16	54	66	1	0	0
Percentage of Tested Scoring 55–100	86%	98%	97%	80%	100%	67%
Percentage of Tested Scoring 65–100	69%	87%	97%	40%	83%	67%
Percentage of Tested Scoring 85–100	25%	43%	53%	20%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	137	118	119	10	8	10
Number Scoring 55–100	137	118	118	10	8	10
Number Scoring 65–100	137	115	112	10	6	8
Number Scoring 85–100	52	48	38	1	0	0
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	97%	94%	100%	75%	80%
Percentage of Tested Scoring 85–100	38%	41%	32%	10%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	83	108	102	12	10	12
Number Scoring 55–100	73	99	76	7	8	6
Number Scoring 65–100	64	88	63	5	5	4
Number Scoring 85–100	9	34	19	0	0	0
Percentage of Tested Scoring 55–100	88%	92%	75%	58%	80%	50%
Percentage of Tested Scoring 65–100	77%	81%	62%	42%	50%	33%
Percentage of Tested Scoring 85–100	11%	31%	19%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		83	76		2	0
Number Scoring 55–100		75	61		#	0
Number Scoring 65–100		49	48		#	0
Number Scoring 85–100		9	14		#	0
Percentage of Tested Scoring 55–100		90%	80%		#	0%
Percentage of Tested Scoring 65–100		59%	63%		#	0%
Percentage of Tested Scoring 85–100		11%	18%		#	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	29	33	30	0	0	0
Number Scoring 55–100	29	33	30	0	0	0
Number Scoring 65–100	28	33	30	0	0	0
Number Scoring 85–100	24	21	23	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	83%	64%	77%	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	55	68	49	1	1	0
Number Scoring 55–100	55	64	48	#	#	0
Number Scoring 65–100	55	59	46	#	#	0
Number Scoring 85–100	30	23	27	#	#	0
Percentage of Tested Scoring 55–100	100%	94%	98%	#	#	0%
Percentage of Tested Scoring 65–100	100%	87%	94%	#	#	0%
Percentage of Tested Scoring 85–100	55%	34%	55%	#	#	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	133	4	0	7	1	0
Number Scoring 55–100	111	#	0	5	#	0
Number Scoring 65–100	102	#	0	5	#	0
Number Scoring 85–100	50	#	0	0	#	0
Percentage of Tested Scoring 55–100	83%	#	0%	71%	#	0%
Percentage of Tested Scoring 65–100	77%	#	0%	71%	#	0%
Percentage of Tested Scoring 85–100	38%	#	0%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	83	111	1	2	3	0
Number Scoring 55–100	60	73	#	#	#	0
Number Scoring 65–100	55	62	#	#	#	0
Number Scoring 85–100	29	28	#	#	#	0
Percentage of Tested Scoring 55–100	72%	66%	#	#	#	0%
Percentage of Tested Scoring 65–100	66%	56%	#	#	#	0%
Percentage of Tested Scoring 85–100	35%	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	31	100%	30	100%	0	0%
Students with Disabilities	10	80%	5	100%	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	108	108	108	6	6	6	114	114	114
Number Scoring 55–64	2	6	1	3	1	0	5	7	1
Number Scoring 65–84	61	47	51	2	4	5	63	51	56
Number Scoring 85–100	39	51	52	0	0	0	39	51	52
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)