

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 42-19-02-04-0001  
 Name: Tully Junior-Senior High School  
 Principal: Curt Czarniak

Grade Range : 7-12

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	94	110	106
Eighth	109	97	106
Ninth	106	111	97
Tenth	99	96	101
Eleventh	115	95	98
Twelfth	88	114	90
Ungraded Secondary	0	0	0
Total K-12 Enrollment	611	623	598

### Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	7	1.1%	8	1.3%	8	1.3%
Black (Not Hispanic)	4	0.7%	3	0.5%	6	1.0%
Hispanic	5	0.8%	7	1.1%	6	1.0%
White (Not Hispanic)	595	97.4%	605	97.1%	578	96.7%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	19	21
Mathematics Grade 8	22	20	21
Science Grade 8	22	20	21
Social Studies Grade 8	22	20	21
English Grade 10	20	19	20
Mathematics Grade 10	19	16	18
Science Grade 10	0	25	0
Social Studies Grade 10	19	19	21

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	4	0.6%	3	0.5%
<b>Eligible for Free Lunch</b>	49	8.0%	44	7.1%	52	8.7%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.5%		95.9%		95.3%
<b>Student Suspensions</b>	21	3.5%	51	8.4%	53	8.5%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	6.7%	4.2%	5.4%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	99%	96%	99%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	47
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	4

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	81	61	75%	95	75	79%	79	60	76%
Students with Disabilities	3	0	0%	7	1	14%	9	3	33%
All Students	84	61	73%	102	76	75%	88	63	72%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	56	23	0	4	3	2
Percent	64%	26%	0%	5%	3%	2%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
9	3	1	10

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	5		6		4	1.2%
	Entered GED Program*	1		3		4	1.2%
	Total Noncompleters	6		9		8	2.3%
Students with Disabilities	Dropped Out	2		1		2	4.9%
	Entered GED Program*	0		0		1	2.4%
	Total Noncompleters	2		1		3	7.3%
All Students	Dropped Out	7	1.7%	7	1.7%	6	1.6%
	Entered GED Program*	1	0.2%	3	0.7%	5	1.3%
	Total Noncompleters	8	2.0%	10	2.4%	11	2.8%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001–02	2002–03	2003–04
K–1	0%	0%	0%
2–3	0%	0%	0%

## Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
4–5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6–8	Number of General-Education Students	110	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	110	0	0
	Percent of Enrollment	54%	0%	0%
9–12	Number of General-Education Students	408	105	93
	Number of Students with Disabilities	0	11	6
	Number of All Students	408	116	99
	Percent of Enrollment	100%	28%	26%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	24	100%	22	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	59	95%	71	99%	70	87%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	2	#	2	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	1	#	2	#
U.S. Hist & Gov't	0	0%	2	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	6	100%	0	0%
Science	0	0%	1	#	1	#
Reading	1	#	1	#	5	80%
Writing	1	#	0	0%	5	100%
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	0	0%	3	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive English</b>						
Number Tested	108	98	107	6	13	10
Number Scoring 55–100	104	89	101	4	10	8
Number Scoring 65–100	91	78	94	1	6	7
Number Scoring 85–100	48	43	42	0	0	0
Percentage of Tested Scoring 55–100	96%	91%	94%	67%	77%	80%
Percentage of Tested Scoring 65–100	84%	80%	88%	17%	46%	70%
Percentage of Tested Scoring 85–100	44%	44%	39%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	96	95	104	9	9	11
Number Scoring 55–100	79	84	103	4	5	10
Number Scoring 65–100	61	74	97	4	4	9
Number Scoring 85–100	25	9	37	1	0	0
Percentage of Tested Scoring 55–100	82%	88%	99%	44%	56%	91%
Percentage of Tested Scoring 65–100	64%	78%	93%	44%	44%	82%
Percentage of Tested Scoring 85–100	26%	9%	36%	11%	0%	0%
<b>Mathematics B</b>						
Number Tested	91	5	6	1	0	0
Number Scoring 55–100	88	3	4	#	0	0
Number Scoring 65–100	79	2	2	#	0	0
Number Scoring 85–100	10	0	0	#	0	0
Percentage of Tested Scoring 55–100	97%	60%	67%	#	0%	0%
Percentage of Tested Scoring 65–100	87%	40%	33%	#	0%	0%
Percentage of Tested Scoring 85–100	11%	0%	0%	#	0%	0%
<b>Global History and Geography</b>						
Number Tested	95	101	116	9	11	13
Number Scoring 55–100	88	93	109	5	7	11
Number Scoring 65–100	85	82	98	4	6	9
Number Scoring 85–100	35	43	51	0	1	2
Percentage of Tested Scoring 55–100	93%	92%	94%	56%	64%	85%
Percentage of Tested Scoring 65–100	89%	81%	84%	44%	55%	69%
Percentage of Tested Scoring 85–100	37%	43%	44%	0%	9%	15%
<b>U.S. History and Government</b>						
Number Tested	116	104	98	5	14	13
Number Scoring 55–100	110	96	94	5	10	10
Number Scoring 65–100	103	92	89	5	9	7
Number Scoring 85–100	45	55	59	0	1	1
Percentage of Tested Scoring 55–100	95%	92%	96%	100%	71%	77%
Percentage of Tested Scoring 65–100	89%	88%	91%	100%	64%	54%
Percentage of Tested Scoring 85–100	39%	53%	60%	0%	7%	8%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	94	118	82	8	13	7
Number Scoring 55–100	93	115	82	8	11	7
Number Scoring 65–100	93	108	79	8	9	6
Number Scoring 85–100	52	35	37	2	1	0
Percentage of Tested Scoring 55–100	99%	97%	100%	100%	85%	100%
Percentage of Tested Scoring 65–100	99%	92%	96%	100%	69%	86%
Percentage of Tested Scoring 85–100	55%	30%	45%	25%	8%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	94	78	119	7	4	13
Number Scoring 55–100	92	77	113	7	#	13
Number Scoring 65–100	88	72	98	5	#	10
Number Scoring 85–100	54	48	46	1	#	0
Percentage of Tested Scoring 55–100	98%	99%	95%	100%	#	100%
Percentage of Tested Scoring 65–100	94%	92%	82%	71%	#	77%
Percentage of Tested Scoring 85–100	57%	62%	39%	14%	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	89	76	64	1	5	4
Number Scoring 55–100	89	74	61	#	4	#
Number Scoring 65–100	81	63	52	#	3	#
Number Scoring 85–100	23	21	22	#	0	#
Percentage of Tested Scoring 55–100	100%	97%	95%	#	80%	#
Percentage of Tested Scoring 65–100	91%	83%	81%	#	60%	#
Percentage of Tested Scoring 85–100	26%	28%	34%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			12			1
Number Scoring 55–100			12			#
Number Scoring 65–100			12			#
Number Scoring 85–100			7			#
Percentage of Tested Scoring 55–100			100%			#
Percentage of Tested Scoring 65–100			100%			#
Percentage of Tested Scoring 85–100			58%			#

\* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive French</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 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	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 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	54	45	34	1	1	1
Number Scoring 55–100	53	45	34	#	#	#
Number Scoring 65–100	53	45	34	#	#	#
Number Scoring 85–100	39	32	21	#	#	#
Percentage of Tested Scoring 55–100	98%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	98%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	72%	71%	62%	#	#	#
<b>Comprehensive Latin</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%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	104	2	0	1	0	0
Number Scoring 55–100	99	#	0	#	0	0
Number Scoring 65–100	89	#	0	#	0	0
Number Scoring 85–100	10	#	0	#	0	0
Percentage of Tested Scoring 55–100	95%	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	86%	#	0%	#	0%	0%
Percentage of Tested Scoring 85–100	10%	#	0%	#	0%	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	1	#

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	93	0%	27%	59%	14%
	Students with Disabilities	13	8%	31%	54%	8%
	All Students	106	1%	27%	58%	13%

(Form – I)

# New York State Alternate Assessments (NYSAA)

## 2003–04

	Count of Students					
Test	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

## 2000 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	81	81	81	10	10	10	91	91	91
Number Scoring 55–64	3	1	2	2	1	2	5	2	4
Number Scoring 65–84	42	27	23	5	4	4	47	31	27
Number Scoring 85–100	33	50	53	0	1	2	33	51	55
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)