

New York State School Report Card Comprehensive Information Report

BEDS Code: 45-07-04-04-0001
 Name: Holley Junior Senior High School
 Principal: Michael Gilbert

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	0	134	126
Eighth	0	114	122
Ninth	100	115	115
Tenth	104	107	109
Eleventh	110	103	104
Twelfth	105	106	98
Ungraded Secondary	0	0	0
Total K-12 Enrollment	419	679	674

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	3	0.7%	3	0.4%	12	1.8%
Black (Not Hispanic)	3	0.7%	7	1.0%	5	0.7%
Hispanic	2	0.5%	7	1.0%	16	2.4%
White (Not Hispanic)	411	98.1%	662	97.5%	641	95.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	18	26
Mathematics Grade 8	0	21	27
Science Grade 8	0	21	27
Social Studies Grade 8	0	21	27
English Grade 10	21	27	22
Mathematics Grade 10	27	21	20
Science Grade 10	24	25	26
Social Studies Grade 10	20	25	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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	2	0.3%
Eligible for Free Lunch	33	7.9%	91	13.4%	110	16.3%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.3%		93.9%		93.8%
Student Suspensions	2	0.5%	13	3.1%	10	1.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	4.3%	9.4%	9.1%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	94%	97%	95%

Staff Counts

Staff	2003-04
Total Teachers	49
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*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	69	52	75%	6	1	17%	75	74	99%
Students with Disabilities	16	4	25%	1	0	0%	3	2	67%
All Students	85	56	66%	7	1	14%	78	76	97%

*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	23	41	0	2	9	3
Percent	29%	53%	0%	3%	12%	4%

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)
3	2	2	5

*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	3		0		5	1.2%
	Entered GED Program*	2		0		3	0.7%
	Total Noncompleters	5		0		8	1.9%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
All Students	Dropped Out	3	0.7%	0	0.0%	5	1.1%
	Entered GED Program*	2	0.5%	0	0.0%	3	0.7%
	Total Noncompleters	5	1.2%	0	0.0%	8	1.8%

*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	0	85	100
	Number of Students with Disabilities	0	15	20
	Number of All Students	0	100	120
	Percent of Enrollment	0%	40%	48%
9-12	Number of General-Education Students	400	80	377
	Number of Students with Disabilities	0	20	48
	Number of All Students	400	100	425
	Percent of Enrollment	95%	23%	100%

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; completer 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%	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	#	92	97%	12	83%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	4	#	0	0%

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	5	100%	5	80%	0	0%
Writing	5	40%	0	0%	0	0%
Global Studies	5	20%	0	0%	0	0%
U.S. Hist & Gov't	5	100%	1	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	103	103	97	14	2	0
Number Scoring 55-100	87	85	88	8	#	0
Number Scoring 65-100	70	66	75	5	#	0
Number Scoring 85-100	26	16	16	0	#	0
Percentage of Tested Scoring 55-100	84%	83%	91%	57%	#	0%
Percentage of Tested Scoring 65-100	68%	64%	77%	36%	#	0%
Percentage of Tested Scoring 85-100	25%	16%	16%	0%	#	0%
Mathematics A						
Number Tested	6	94	103	0	0	0
Number Scoring 55-100	0	77	101	0	0	0
Number Scoring 65-100	0	61	92	0	0	0
Number Scoring 85-100	0	11	20	0	0	0
Percentage of Tested Scoring 55-100	0%	82%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	65%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	12%	19%	0%	0%	0%
Mathematics B						
Number Tested	0	0	19	0	0	0
Number Scoring 55-100	0	0	18	0	0	0
Number Scoring 65-100	0	0	15	0	0	0
Number Scoring 85-100	0	0	2	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	79%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	11%	0%	0%	0%
Global History and Geography						
Number Tested	102	99	95	2	0	0
Number Scoring 55-100	100	90	90	#	0	0
Number Scoring 65-100	86	90	77	#	0	0
Number Scoring 85-100	8	48	29	#	0	0
Percentage of Tested Scoring 55-100	98%	91%	95%	#	0%	0%
Percentage of Tested Scoring 65-100	84%	91%	81%	#	0%	0%
Percentage of Tested Scoring 85-100	8%	48%	31%	#	0%	0%
U.S. History and Government						
Number Tested	109	97	88	13	0	1
Number Scoring 55-100	102	94	86	10	0	#
Number Scoring 65-100	91	89	77	7	0	#
Number Scoring 85-100	25	31	42	0	0	#
Percentage of Tested Scoring 55-100	94%	97%	98%	77%	0%	#
Percentage of Tested Scoring 65-100	83%	92%	88%	54%	0%	#
Percentage of Tested Scoring 85-100	23%	32%	48%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	96	92	137	2	1	10
Number Scoring 55-100	95	91	136	#	#	10
Number Scoring 65-100	93	87	130	#	#	10
Number Scoring 85-100	19	25	48	#	#	1
Percentage of Tested Scoring 55-100	99%	99%	99%	#	#	100%
Percentage of Tested Scoring 65-100	97%	95%	95%	#	#	100%
Percentage of Tested Scoring 85-100	20%	27%	35%	#	#	10%
Physical Setting/Earth Science						
Number Tested	95	82	80	1	0	4
Number Scoring 55-100	92	82	72	#	0	#
Number Scoring 65-100	91	78	72	#	0	#
Number Scoring 85-100	43	44	34	#	0	#
Percentage of Tested Scoring 55-100	97%	100%	90%	#	0%	#
Percentage of Tested Scoring 65-100	96%	95%	90%	#	0%	#
Percentage of Tested Scoring 85-100	45%	54%	42%	#	0%	#
Physical Setting/Chemistry						
Number Tested	45	46	47	0	0	0
Number Scoring 55-100	40	44	43	0	0	0
Number Scoring 65-100	35	36	33	0	0	0
Number Scoring 85-100	4	2	0	0	0	0
Percentage of Tested Scoring 55-100	89%	96%	91%	0%	0%	0%
Percentage of Tested Scoring 65-100	78%	78%	70%	0%	0%	0%
Percentage of Tested Scoring 85-100	9%	4%	0%	0%	0%	0%
Physical Setting/Physics						
Number Tested			6			0
Number Scoring 55-100			6			0
Number Scoring 65-100			6			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			0%			0%

* 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
Comprehensive French						
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 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	28	41	30	0	0	0
Number Scoring 55-100	28	40	30	0	0	0
Number Scoring 65-100	27	39	29	0	0	0
Number Scoring 85-100	16	28	20	0	0	0
Percentage of Tested Scoring 55-100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	96%	95%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	57%	68%	67%	0%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	52	44	0	2	0	0
Number Scoring 55-100	48	33	0	#	0	0
Number Scoring 65-100	46	25	0	#	0	0
Number Scoring 85-100	24	9	0	#	0	0
Percentage of Tested Scoring 55-100	92%	75%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	88%	57%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	46%	20%	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	39	95%	45	98%	37	89%
Students with Disabilities	0	0%	0	0%	10	50%

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
Nov 2003	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 2004	General-Education Students	116	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	118	7%	49%	42%	3%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

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	91	91	91	3	3	3	94	94	94
Number Scoring 55–64	#	#	#	#	#	#	10	5	3
Number Scoring 65–84	#	#	#	#	#	#	66	49	46
Number Scoring 85–100	#	#	#	#	#	#	10	31	38
Approved Alternatives	#	#	#	#	#	#	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
Listening and Speaking (Grade 7-8)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
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)