

New York State School Report Card

Comprehensive Information Report

BEDS Code: 44-09-01-04-0003
 Name: James I. O'Neill High School
 Principal: Louis Trombetta

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	177	163	154
Tenth	161	177	151
Eleventh	137	151	167
Twelfth	136	137	138
Ungraded Secondary	3	0	0
Total K-12 Enrollment	614	628	610

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	25	4.1%	23	3.7%	21	3.4%
Black (Not Hispanic)	88	14.3%	84	13.4%	68	11.1%
Hispanic	45	7.3%	48	7.6%	60	9.8%
White (Not Hispanic)	456	74.3%	473	75.3%	461	75.6%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	21	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	26	22	20
Mathematics Grade 10	17	22	17
Science Grade 10	39	10	19
Social Studies Grade 10	20	22	18

(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
51	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 higher 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	9	1.5%	12	1.9%	15	2.5%
Eligible for Free Lunch	65	10.6%	104	16.6%	99	16.2%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.4%		96.3%		95.4%
Student Suspensions	33	4.6%	50	8.1%	110	17.5%

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

	2002-03	2003-04	2004-05
Reduced Lunch	4.9%	0.0%	6.4%
Public Assistance	1-10%	1-10%	21-30%
Student Stability	98%	93%	93%

Staff Counts

Staff	2004-05
Total Teachers	49
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 and Completers		2002–03	2003–04	2004–05
General-Education Students	Total Graduates*	117	115	115
	Regents Diplomas	72	58	96
	% Regents Diplomas	62%	50%	83%
	Regents Diplomas with Advanced Designation**			45
	% Regents Diplomas with Advanced Designation			39%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	12	10	10
	Regents Diplomas	1	1	3
	% Regents Diplomas	8%	10%	30%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	1	0
All Students	Total Graduates*	129	125	125
	Regents Diplomas	73	59	99
	% Regents Diplomas	57%	47%	79%
	Regents Diplomas with Advanced Designation**			45
	% Regents Diplomas with Advanced Designation			36%
	IEP Diplomas or Local Certificates	1	1	0

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001–02, students may earn a Regents diploma by passing (scoring 65–100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004–05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	78	23	3	2	9	0	0	0
	Percent	68%	20%	3%	2%	8%	0%	0%	0%
Students with Disabilities	Number	1	3	2	0	2	0	0	2
	Percent	10%	30%	20%	0%	20%	0%	0%	20%
All Students	Number	79	26	5	2	11	0	0	2
	Percent	63%	21%	4%	2%	9%	0%	0%	2%

High School Noncompletion Rates

		2002–03		2003–04		2004–05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	7		3	0.6%	7	1.3%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	8		3	0.6%	7	1.3%
Students with Disabilities	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		0	0.0%	0	0.0%
All Students	Dropped Out	7	1.1%	3	0.5%	7	1.2%
	Entered GED Program*	1	0.2%	0	0.0%	0	0.0%
	Total Noncompleters	8	1.3%	3	0.5%	7	1.2%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	92%	6	83%	7	86%
Science	1	#	4	#	9	89%
Reading	5	80%	0	0%	3	#
Writing	6	50%	0	0%	6	50%
Global Studies	3	#	3	#	4	#
U.S. Hist & Gov't	3	#	2	#	4	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	23	52%	28	68%	14	57%
Science	14	21%	18	56%	14	57%
Reading	14	79%	2	#	13	69%
Writing	11	45%	5	100%	12	83%
Global Studies	11	55%	6	33%	11	27%
U.S. Hist & Gov't	9	67%	5	20%	10	20%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	143	143	163	14	9	19
Number Scoring 55-100	125	139	148	8	8	9
Number Scoring 65-100	111	124	131	4	4	5
Number Scoring 85-100	48	58	61	0	0	1
Percentage of Tested Scoring 55-100	87%	97%	91%	57%	89%	47%
Percentage of Tested Scoring 65-100	78%	87%	80%	29%	44%	26%
Percentage of Tested Scoring 85-100	34%	41%	37%	0%	0%	5%
Mathematics A						
Number Tested	223	191	154	15	26	16
Number Scoring 55-100	178	179	139	5	17	9
Number Scoring 65-100	153	163	121	4	10	6
Number Scoring 85-100	33	48	42	0	0	0
Percentage of Tested Scoring 55-100	80%	94%	90%	33%	65%	56%
Percentage of Tested Scoring 65-100	69%	85%	79%	27%	38%	38%
Percentage of Tested Scoring 85-100	15%	25%	27%	0%	0%	0%
Mathematics B						
Number Tested	44	68	55	0	1	0
Number Scoring 55-100	41	57	45	0	#	0
Number Scoring 65-100	37	49	41	0	#	0
Number Scoring 85-100	9	22	11	0	#	0
Percentage of Tested Scoring 55-100	93%	84%	82%	0%	#	0%
Percentage of Tested Scoring 65-100	84%	72%	75%	0%	#	0%
Percentage of Tested Scoring 85-100	20%	32%	20%	0%	#	0%
Global History and Geography						
Number Tested	162	177	152	15	22	14
Number Scoring 55-100	140	165	131	8	17	6
Number Scoring 65-100	129	147	111	6	11	4
Number Scoring 85-100	54	75	33	0	4	0
Percentage of Tested Scoring 55-100	86%	93%	86%	53%	77%	43%
Percentage of Tested Scoring 65-100	80%	83%	73%	40%	50%	29%
Percentage of Tested Scoring 85-100	33%	42%	22%	0%	18%	0%
U.S. History and Government						
Number Tested	134	136	161	14	10	19
Number Scoring 55-100	124	129	134	8	9	7
Number Scoring 65-100	111	108	116	5	5	6
Number Scoring 85-100	58	62	65	0	0	0
Percentage of Tested Scoring 55-100	93%	95%	83%	57%	90%	37%
Percentage of Tested Scoring 65-100	83%	79%	72%	36%	50%	32%
Percentage of Tested Scoring 85-100	43%	46%	40%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	159	139	138	19	15	14
Number Scoring 55-100	150	131	120	12	11	6
Number Scoring 65-100	133	119	105	9	9	4
Number Scoring 85-100	34	31	31	1	0	1
Percentage of Tested Scoring 55-100	94%	94%	87%	63%	73%	43%
Percentage of Tested Scoring 65-100	84%	86%	76%	47%	60%	29%
Percentage of Tested Scoring 85-100	21%	22%	22%	5%	0%	7%
Physical Setting/Earth Science						
Number Tested	106	97	91	7	15	5
Number Scoring 55-100	97	87	89	5	10	4
Number Scoring 65-100	92	79	76	5	8	4
Number Scoring 85-100	26	26	21	0	2	2
Percentage of Tested Scoring 55-100	92%	90%	98%	71%	67%	80%
Percentage of Tested Scoring 65-100	87%	81%	84%	71%	53%	80%
Percentage of Tested Scoring 85-100	25%	27%	23%	0%	13%	40%
Physical Setting/Chemistry						
Number Tested	98	101	83	1	0	1
Number Scoring 55-100	98	98	79	#	0	#
Number Scoring 65-100	82	92	71	#	0	#
Number Scoring 85-100	17	16	17	#	0	#
Percentage of Tested Scoring 55-100	100%	97%	95%	#	0%	#
Percentage of Tested Scoring 65-100	84%	91%	86%	#	0%	#
Percentage of Tested Scoring 85-100	17%	16%	20%	#	0%	#
Physical Setting/Physics						
Number Tested		52	62		0	0
Number Scoring 55-100		50	59		0	0
Number Scoring 65-100		40	55		0	0
Number Scoring 85-100		8	20		0	0
Percentage of Tested Scoring 55-100		96%	95%		0%	0%
Percentage of Tested Scoring 65-100		77%	89%		0%	0%
Percentage of Tested Scoring 85-100		15%	32%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	21	27	21	0	1	0
Number Scoring 55-100	21	27	21	0	#	0
Number Scoring 65-100	20	27	21	0	#	0
Number Scoring 85-100	15	16	11	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	95%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	71%	59%	52%	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	0	0	0	0
Number Scoring 55-100	#	0	0	0	0	0
Number Scoring 65-100	#	0	0	0	0	0
Number Scoring 85-100	#	0	0	0	0	0
Percentage of Tested Scoring 55-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	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	67	54	71	0	0	1
Number Scoring 55-100	66	54	71	0	0	#
Number Scoring 65-100	66	54	70	0	0	#
Number Scoring 85-100	29	36	41	0	0	#
Percentage of Tested Scoring 55-100	99%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	99%	100%	99%	0%	0%	#
Percentage of Tested Scoring 85-100	43%	67%	58%	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)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	116	116	116	8	8	8	124	124	124
Number Scoring 55–64	8	13	8	1	2	2	9	15	10
Number Scoring 65–84	56	39	58	4	4	3	60	43	61
Number Scoring 85–100	45	57	49	0	0	0	45	57	49
Approved Alternatives	2	0	0	0	0	0	2	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		9	10		0	0
Beginning		1	0		0	0
Intermediate		2	4		0	0
Advanced		4	2		0	0
Proficient		2	4		0	0
Reading and Writing (Grade 9–12)						
Number Tested		9	10		0	0
Beginning		2	0		0	0
Intermediate		2	4		0	0
Advanced		5	3		0	0
Proficient		0	3		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)