

# 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	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	299	300	314
Tenth	271	297	284
Eleventh	272	275	272
Twelfth	279	286	276
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1121	1158	1146

## 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	6	0.5%	5	0.4%	5	0.4%
Black (Not Hispanic)	19	1.7%	21	1.8%	14	1.2%
Hispanic	16	1.4%	21	1.8%	24	2.1%
White (Not Hispanic)	1080	96.3%	1111	95.9%	1103	96.2%

## 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	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	21	20	19
Mathematics Grade 10	20	22	22
Science Grade 10	18	18	21
Social Studies Grade 10	19	20	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.5%	4	0.4%	1	0.1%
Eligible for Free Lunch	253	22.6%	246	21.2%	337	29.4%

### 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		92.6%		92.5%		91.1%
Student Suspensions	53	4.5%	88	7.9%	111	9.6%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	11.5%	8.5%	10.2%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	92%	98%	96%

### Staff Counts

Staff	2004-05
Total Teachers	79
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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
<b>General-Education Students</b>	Total Graduates*	213	190	195
	Regents Diplomas	130	134	163
	% Regents Diplomas	61%	71%	84%
	Regents Diplomas with Advanced Designation**			65
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	8	16	11
	Regents Diplomas	1	6	6
	% Regents Diplomas	12%	38%	55%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	7	10	12
<b>All Students</b>	Total Graduates*	221	206	206
	Regents Diplomas	131	140	169
	% Regents Diplomas	59%	68%	82%
	Regents Diplomas with Advanced Designation**			65
	% Regents Diplomas with Advanced Designation			32%
	IEP Diplomas or Local Certificates	7	10	12

\* 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
<b>General-Education Students</b>	<b>Number</b>	96	60	3	5	15	0	15	1
	<b>Percent</b>	49%	31%	2%	3%	8%	0%	8%	1%
<b>Students with Disabilities</b>	<b>Number</b>	3	3	0	3	1	0	1	0
	<b>Percent</b>	27%	27%	0%	27%	9%	0%	9%	0%
<b>All Students</b>	<b>Number</b>	99	63	3	8	16	0	16	1
	<b>Percent</b>	48%	31%	1%	4%	8%	0%	8%	0%

## 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.
<b>General-Education Students</b>	Dropped Out	4		48	4.7%	43	4.3%
	Entered GED Program*	2		25	2.4%	28	2.8%
	Total Noncompleters	6		73	7.1%	71	7.1%
<b>Students with Disabilities</b>	Dropped Out	0		8	5.3%	14	9.7%
	Entered GED Program*	1		5	3.3%	5	3.5%
	Total Noncompleters	1		13	8.6%	19	13.2%
<b>All Students</b>	Dropped Out	4	0.4%	56	4.8%	57	5.0%
	Entered GED Program*	3	0.3%	30	2.5%	33	2.9%
	Total Noncompleters	7	0.6%	86	7.3%	90	7.8%

\*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)

# 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%	1	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	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	0	0%	2	#	1	#
Science	0	0%	1	#	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	82%	4	#	4	#
Science	14	50%	3	#	5	60%
Reading	3	#	1	#	1	#
Writing	2	#	1	#	2	#
Global Studies	4	#	8	63%	6	17%
U.S. Hist & Gov't	1	#	0	0%	3	#

(Form - E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	246	250	231	19	18	21
Number Scoring 55-100	229	236	211	16	13	16
Number Scoring 65-100	220	214	187	15	8	11
Number Scoring 85-100	96	98	77	2	1	0
Percentage of Tested Scoring 55-100	93%	94%	91%	84%	72%	76%
Percentage of Tested Scoring 65-100	89%	86%	81%	79%	44%	52%
Percentage of Tested Scoring 85-100	39%	39%	33%	11%	6%	0%
<b>Mathematics A</b>						
Number Tested	260	284	276	17	19	17
Number Scoring 55-100	210	276	270	10	16	16
Number Scoring 65-100	164	254	248	5	9	11
Number Scoring 85-100	24	49	38	0	0	0
Percentage of Tested Scoring 55-100	81%	97%	98%	59%	84%	94%
Percentage of Tested Scoring 65-100	63%	89%	90%	29%	47%	65%
Percentage of Tested Scoring 85-100	9%	17%	14%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	11	61	141	0	1	2
Number Scoring 55-100	9	59	95	0	#	#
Number Scoring 65-100	2	51	69	0	#	#
Number Scoring 85-100	0	19	12	0	#	#
Percentage of Tested Scoring 55-100	82%	97%	67%	0%	#	#
Percentage of Tested Scoring 65-100	18%	84%	49%	0%	#	#
Percentage of Tested Scoring 85-100	0%	31%	9%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	260	272	268	15	25	14
Number Scoring 55-100	229	239	241	11	16	12
Number Scoring 65-100	206	201	215	9	10	9
Number Scoring 85-100	92	77	65	0	1	2
Percentage of Tested Scoring 55-100	88%	88%	90%	73%	64%	86%
Percentage of Tested Scoring 65-100	79%	74%	80%	60%	40%	64%
Percentage of Tested Scoring 85-100	35%	28%	24%	0%	4%	14%
<b>U.S. History and Government</b>						
Number Tested	240	237	215	20	14	20
Number Scoring 55-100	238	221	195	19	14	16
Number Scoring 65-100	223	205	174	16	9	13
Number Scoring 85-100	122	103	96	6	2	5
Percentage of Tested Scoring 55-100	99%	93%	91%	95%	100%	80%
Percentage of Tested Scoring 65-100	93%	86%	81%	80%	64%	65%
Percentage of Tested Scoring 85-100	51%	43%	45%	30%	14%	25%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	238	225	260	18	17	15
Number Scoring 55-100	224	210	250	11	16	11
Number Scoring 65-100	221	202	238	11	13	10
Number Scoring 85-100	76	66	84	1	2	2
Percentage of Tested Scoring 55-100	94%	93%	96%	61%	94%	73%
Percentage of Tested Scoring 65-100	93%	90%	92%	61%	76%	67%
Percentage of Tested Scoring 85-100	32%	29%	32%	6%	12%	13%
<b>Physical Setting/Earth Science</b>						
Number Tested	279	306	288	34	23	31
Number Scoring 55-100	220	227	244	18	13	23
Number Scoring 65-100	188	180	196	12	7	14
Number Scoring 85-100	40	40	43	0	0	1
Percentage of Tested Scoring 55-100	79%	74%	85%	53%	57%	74%
Percentage of Tested Scoring 65-100	67%	59%	68%	35%	30%	45%
Percentage of Tested Scoring 85-100	14%	13%	15%	0%	0%	3%
<b>Physical Setting/Chemistry</b>						
Number Tested	189	178	130	5	9	2
Number Scoring 55-100	168	141	120	4	5	#
Number Scoring 65-100	129	97	92	4	2	#
Number Scoring 85-100	29	19	16	0	0	#
Percentage of Tested Scoring 55-100	89%	79%	92%	80%	56%	#
Percentage of Tested Scoring 65-100	68%	54%	71%	80%	22%	#
Percentage of Tested Scoring 85-100	15%	11%	12%	0%	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		34	27		1	1
Number Scoring 55-100		33	27		#	#
Number Scoring 65-100		32	24		#	#
Number Scoring 85-100		8	8		#	#
Percentage of Tested Scoring 55-100		97%	100%		#	#
Percentage of Tested Scoring 65-100		94%	89%		#	#
Percentage of Tested Scoring 85-100		24%	30%		#	#

\* 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
<b>Comprehensive French</b>						
Number Tested	75	37	52	0	0	0
Number Scoring 55-100	74	36	51	0	0	0
Number Scoring 65-100	71	36	48	0	0	0
Number Scoring 85-100	41	20	25	0	0	0
Percentage of Tested Scoring 55-100	99%	97%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	97%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	55%	54%	48%	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	41	15	27	0	0	0
Number Scoring 55-100	40	14	25	0	0	0
Number Scoring 65-100	40	14	25	0	0	0
Number Scoring 85-100	23	8	12	0	0	0
Percentage of Tested Scoring 55-100	98%	93%	93%	0%	0%	0%
Percentage of Tested Scoring 65-100	98%	93%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	56%	53%	44%	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	104	65	67	0	0	2
Number Scoring 55-100	104	63	67	0	0	#
Number Scoring 65-100	102	63	66	0	0	#
Number Scoring 85-100	73	36	34	0	0	#
Percentage of Tested Scoring 55-100	100%	97%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	98%	97%	99%	0%	0%	#
Percentage of Tested Scoring 85-100	70%	55%	51%	0%	0%	#
<b>Comprehensive Latin</b>						
Number Tested	19	11	9	0	0	0
Number Scoring 55-100	19	10	9	0	0	0
Number Scoring 65-100	17	9	7	0	0	0
Number Scoring 85-100	4	1	2	0	0	0
Percentage of Tested Scoring 55-100	100%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	89%	82%	78%	0%	0%	0%
Percentage of Tested Scoring 85-100	21%	9%	22%	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
<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

### 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	214	214	214	26	26	26	240	240	240
Number Scoring 55–64	7	9	5	0	2	2	7	11	7
Number Scoring 65–84	104	83	110	9	5	8	113	88	118
Number Scoring 85–100	84	93	90	0	1	2	84	94	92
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
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
<b>Reading and Writing (Grade 7-8)</b>						
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
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		1	1		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		1	1		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		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)