

New York State District Report Card Comprehensive Information Report

BEDS Code: 50-02-01-06-0000

Name: Haverstraw-Stony Point Central School District (North Rockland)

Superintendent: Dodge R. Watkins

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	126	126	119
Kindergarten	520	555	503
First	529	555	581
Second	554	545	548
Third	609	560	562
Fourth	605	655	599
Fifth	596	605	662
Sixth	664	584	613
Ungraded Elementary	90	91	90
Seventh	663	675	613
Eighth	595	645	661
Ninth	685	734	863
Tenth	561	626	721
Eleventh	571	564	616
Twelfth	493	547	551
Ungraded Secondary	176	152	64
Total K-12 Enrollment	7911	8093	8247

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	257	3.2%	311	3.8%	318	3.9%
Black (Not Hispanic)	840	10.6%	877	10.8%	944	11.4%
Hispanic	2586	32.7%	2702	33.4%	2802	34.0%
White (Not Hispanic)	4228	53.4%	4203	51.9%	4183	50.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	18	19
Common Branch	19	20	20
English Grade 8	23	24	23
Mathematics Grade 8	25	23	23
Science Grade 8	23	24	24
Social Studies Grade 8	23	22	23
English Grade 10	18	20	20
Mathematics Grade 10	22	23	21
Science Grade 10	23	21	24
Social Studies Grade 10	19	20	23

(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
NA	NA

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	608	7.6%	647	7.9%	707	8.5%
Eligible for Free Lunch	2046	27.7%	1983	26.3%	2122	27.4%

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%		94.1%		94.7%
Student Suspensions	654	8.5%	587	7.4%	602	7.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	8.4%	10.3%	7.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	659
Total Other Professional Staff	97
Total Paraprofessionals	197
Teaching Out of Certification*	13

*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	388	224	58%	413	249	60%	421	252	60%
Students with Disabilities	54	4	7%	71	6	8%	72	14	19%
All Students	442	228	52%	484	255	53%	493	266	54%

*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	354	78	19	9	23	10
Percent	72%	16%	4%	2%	5%	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)
72	14	22	94

*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	54		66		30	1.4%
	Entered GED Program*	27		34		38	1.7%
	Total Noncompleters	81		100		68	3.1%
Students with Disabilities	Dropped Out	14		26		10	1.7%
	Entered GED Program*	4		2		9	1.6%
	Total Noncompleters	18		28		19	3.3%
All Students	Dropped Out	68	2.8%	92	3.6%	40	1.5%
	Entered GED Program*	31	1.3%	36	1.4%	47	1.7%
	Total Noncompleters	99	4.1%	128	5.0%	87	3.2%

*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)

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	400	441	454
	Number of Students with Disabilities	30	45	47
	Number of All Students	430	486	501
	Percent of Enrollment	22%	25%	26%
9-12	Number of General-Education Students	211	179	152
	Number of Students with Disabilities	350	398	412
	Number of All Students	561	577	564
	Percent of Enrollment	23%	22%	20%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	101		
Completed and Passed Regents Exams	101	100%	77%
Completed and had Course Average of 75% or More	88	87%	81%
Completed and Attained a HS Diploma or Equivalent	101	100%	96%
Completed and Whose Status is Known	101		
Completed and Were Successfully Placed	100	99%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	89	54%	30%
Underrepresented Gender Members Who Completed	30	51%	19%

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	43	98%	38	92%	23	100%
German	0	0%	0	0%	0	0%
Italian	55	82%	52	100%	76	92%
Latin	0	0%	0	0%	0	0%
Spanish	209	95%	182	95%	163	92%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	1	#	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	19	89%	7	100%	1	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	5	100%	0	0%
Science	15	80%	8	50%	1	#
Reading	0	0%	2	#	0	0%
Writing	0	0%	4	#	0	0%
Global Studies	8	38%	4	#	1	#
U.S. Hist & Gov't	8	63%	8	63%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	34	68%	54	85%	37	84%
Science	24	79%	26	69%	29	86%
Reading	14	100%	27	89%	7	100%
Writing	13	85%	26	96%	9	100%
Global Studies	47	47%	42	43%	41	29%
U.S. Hist & Gov't	20	75%	15	73%	17	59%

(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	505	554	606	76	88	90
Number Scoring 55-100	465	491	544	54	55	59
Number Scoring 65-100	411	451	511	32	37	49
Number Scoring 85-100	220	202	256	6	5	3
Percentage of Tested Scoring 55-100	92%	89%	90%	71%	62%	66%
Percentage of Tested Scoring 65-100	81%	81%	84%	42%	42%	54%
Percentage of Tested Scoring 85-100	44%	36%	42%	8%	6%	3%
Mathematics A						
Number Tested	12	655	671	4	76	91
Number Scoring 55-100	10	497	635	#	29	67
Number Scoring 65-100	6	392	573	#	15	35
Number Scoring 85-100	0	73	158	#	1	3
Percentage of Tested Scoring 55-100	83%	76%	95%	#	38%	74%
Percentage of Tested Scoring 65-100	50%	60%	85%	#	20%	38%
Percentage of Tested Scoring 85-100	0%	11%	24%	#	1%	3%
Mathematics B						
Number Tested	0	0	324	0	0	9
Number Scoring 55-100	0	0	270	0	0	7
Number Scoring 65-100	0	0	221	0	0	6
Number Scoring 85-100	0	0	74	0	0	1
Percentage of Tested Scoring 55-100	0%	0%	83%	0%	0%	78%
Percentage of Tested Scoring 65-100	0%	0%	68%	0%	0%	67%
Percentage of Tested Scoring 85-100	0%	0%	23%	0%	0%	11%
Global History and Geography						
Number Tested	565	667	696	95	98	127
Number Scoring 55-100	502	566	584	60	51	74
Number Scoring 65-100	432	521	535	36	34	58
Number Scoring 85-100	127	224	252	6	5	11
Percentage of Tested Scoring 55-100	89%	85%	84%	63%	52%	58%
Percentage of Tested Scoring 65-100	76%	78%	77%	38%	35%	46%
Percentage of Tested Scoring 85-100	22%	34%	36%	6%	5%	9%
U.S. History and Government						
Number Tested	551	559	582	63	86	70
Number Scoring 55-100	512	531	533	55	77	49
Number Scoring 65-100	455	489	493	39	54	31
Number Scoring 85-100	157	281	291	4	17	6
Percentage of Tested Scoring 55-100	93%	95%	92%	87%	90%	70%
Percentage of Tested Scoring 65-100	83%	87%	85%	62%	63%	44%
Percentage of Tested Scoring 85-100	28%	50%	50%	6%	20%	9%

(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	440	477	457	22	25	19
Number Scoring 55-100	440	462	442	22	21	17
Number Scoring 65-100	435	452	433	21	20	15
Number Scoring 85-100	159	136	118	2	3	4
Percentage of Tested Scoring 55-100	100%	97%	97%	100%	84%	89%
Percentage of Tested Scoring 65-100	99%	95%	95%	95%	80%	79%
Percentage of Tested Scoring 85-100	36%	29%	26%	9%	12%	21%
Physical Setting/Earth Science						
Number Tested	501	564	638	62	84	104
Number Scoring 55-100	457	476	487	48	53	66
Number Scoring 65-100	386	396	383	27	36	46
Number Scoring 85-100	97	111	50	3	5	2
Percentage of Tested Scoring 55-100	91%	84%	76%	77%	63%	63%
Percentage of Tested Scoring 65-100	77%	70%	60%	44%	43%	44%
Percentage of Tested Scoring 85-100	19%	20%	8%	5%	6%	2%
Physical Setting/Chemistry						
Number Tested	238	322	331	8	5	7
Number Scoring 55-100	229	285	305	8	4	7
Number Scoring 65-100	171	237	220	3	4	5
Number Scoring 85-100	15	54	37	0	0	0
Percentage of Tested Scoring 55-100	96%	89%	92%	100%	80%	100%
Percentage of Tested Scoring 65-100	72%	74%	66%	38%	80%	71%
Percentage of Tested Scoring 85-100	6%	17%	11%	0%	0%	0%
Physical Setting/Physics						
Number Tested			2			0
Number Scoring 55-100			#			0
Number Scoring 65-100			#			0
Number Scoring 85-100			#			0
Percentage of Tested Scoring 55-100			#			0%
Percentage of Tested Scoring 65-100			#			0%
Percentage of Tested Scoring 85-100			#			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	39	56	52	0	0	0
Number Scoring 55-100	39	56	52	0	0	0
Number Scoring 65-100	38	54	52	0	0	0
Number Scoring 85-100	13	34	26	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	61%	50%	0%	0%	0%
Comprehensive Italian						
Number Tested	56	69	72	2	1	0
Number Scoring 55-100	56	67	71	#	#	0
Number Scoring 65-100	56	66	70	#	#	0
Number Scoring 85-100	30	36	31	#	#	0
Percentage of Tested Scoring 55-100	100%	97%	99%	#	#	0%
Percentage of Tested Scoring 65-100	100%	96%	97%	#	#	0%
Percentage of Tested Scoring 85-100	54%	52%	43%	#	#	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	2	0	0	1	0
Number Scoring 55-100	0	#	0	0	#	0
Number Scoring 65-100	0	#	0	0	#	0
Number Scoring 85-100	0	#	0	0	#	0
Percentage of Tested Scoring 55-100	0%	#	0%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	#	0%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	#	0%	0%	#	0%
Comprehensive Spanish						
Number Tested	235	311	246	8	12	10
Number Scoring 55-100	234	303	244	8	9	10
Number Scoring 65-100	229	292	241	8	9	10
Number Scoring 85-100	154	181	178	7	6	7
Percentage of Tested Scoring 55-100	100%	97%	99%	100%	75%	100%
Percentage of Tested Scoring 65-100	97%	94%	98%	100%	75%	100%
Percentage of Tested Scoring 85-100	66%	58%	72%	88%	50%	70%
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	323	352	49	7	9	1
Number Scoring 55-100	294	270	28	5	4	#
Number Scoring 65-100	265	231	18	3	4	#
Number Scoring 85-100	119	110	0	0	2	#
Percentage of Tested Scoring 55-100	91%	77%	57%	71%	44%	#
Percentage of Tested Scoring 65-100	82%	66%	37%	43%	44%	#
Percentage of Tested Scoring 85-100	37%	31%	0%	0%	22%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	114	98%	81	89%	97	96%
Students with Disabilities	89	80%	66	56%	27	85%

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	597	12%	7%	58%	24%
	Students with Disabilities	65	34%	15%	46%	5%
	All Students	662	14%	8%	57%	22%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	577	2%	38%	51%	9%
	Students with Disabilities	101	10%	70%	20%	0%
	All Students	678	3%	43%	46%	7%

(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	10	0	0	1	1	8
Middle Level						
Social Studies	5	1	1	0	1	3
Secondary Level						
English Language Arts	7	2	0	0	1	6
Social Studies	7	2	1	1	1	4
Mathematics	7	2	2	0	0	5
Science	7	2	0	1	1	5

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	435	435	435	94	94	94	529	529	529
Number Scoring 55–64	13	9	15	13	15	14	26	24	29
Number Scoring 65–84	276	138	238	32	32	38	308	170	276
Number Scoring 85–100	121	256	155	8	19	10	129	275	165
Approved Alternatives	1	0	0	0	0	0	1	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 K-1)						
Number Tested			219			8
Beginning (0-18)			11			0
Intermediate (19-31)			25			3
Advanced (32-36)			81			3
Proficient (37-39)			102			2
Reading and Writing (Grade K-1)						
Number Tested			220			8
Beginning (0-14)			29			0
Intermediate (15-24)			54			2
Advanced (25-32)			96			6
Proficient (33-35)			41			0
Listening and Speaking (Grade 2-4)						
Number Tested			213			27
Beginning (0-18)			16			0
Intermediate (19-31)			29			7
Advanced (32-36)			57			8
Proficient (37-39)			111			12
Reading and Writing (Grade 2-4)						
Number Tested			214			27
Beginning (0-14)			44			8
Intermediate (15-24)			88			14
Advanced (25-32)			57			5
Proficient (33-35)			25			0
Listening and Speaking (Grade 5-6)						
Number Tested			97			7
Beginning (0-18)			15			0
Intermediate (19-31)			8			0
Advanced (32-36)			22			1
Proficient (37-39)			52			6
Reading and Writing (Grade 5-6)						
Number Tested			97			7
Beginning (0-14)			26			0
Intermediate (15-24)			38			4
Advanced (25-32)			28			2
Proficient (33-35)			5			1

*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 - K)

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			92			1
Beginning (0-18)			18			#
Intermediate (19-31)			21			#
Advanced (32-36)			28			#
Proficient (37-39)			25			#
Reading and Writing (Grade 7-8)						
Number Tested			92			1
Beginning (0-14)			26			#
Intermediate (15-24)			33			#
Advanced (25-32)			26			#
Proficient (33-35)			7			#
Listening and Speaking (Grade 9-12)						
Number Tested			160			1
Beginning (0-18)			25			#
Intermediate (19-31)			45			#
Advanced (32-36)			52			#
Proficient (37-39)			38			#
Reading and Writing (Grade 9-12)						
Number Tested			158			1
Beginning (0-14)			42			#
Intermediate (15-24)			41			#
Advanced (25-32)			70			#
Proficient (33-35)			5			#

*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)