

New York State School Report Card Comprehensive Information Report

BEDS Code: 57-03-02-06-0003
 Name: Haverling Senior High School
 Principal: Randy Brzezinski

Grade Range : 9-12

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	158	0	0
Eighth	168	0	0
Ninth	167	164	153
Tenth	171	171	176
Eleventh	149	163	167
Twelfth	151	146	159
Ungraded Secondary	0	12	0
Total K-12 Enrollment	964	656	655

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	12	1.2%	11	1.7%	11	1.7%
Black (Not Hispanic)	6	0.6%	4	0.6%	7	1.1%
Hispanic	6	0.6%	4	0.6%	5	0.8%
White (Not Hispanic)	940	97.5%	637	97.1%	632	96.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	0	5
Mathematics Grade 8	21	0	0
Science Grade 8	20	0	0
Social Studies Grade 8	21	5	0
English Grade 10	16	15	19
Mathematics Grade 10	24	14	14
Science Grade 10	17	28	21
Social Studies Grade 10	19	16	18

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
48	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	1	0.2%
Eligible for Free Lunch	155	16.1%	118	18.0%	289	44.1%

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		94.2%		95.4%		94.6%
Student Suspensions	68	6.9%	0	0.0%	58	8.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	9.7%	7.9%	11.9%
Public Assistance	21-30%	21-30%	31-40%
Student Stability	98%	100%	94%

Staff Counts

Staff	2003-04
Total Teachers	57
Total Other Professional Staff	11
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	134	86	64%	14	1	7%	137	97	71%
Students with Disabilities	0	0	0%	0	0	0%	2	0	0%
All Students	134	86	64%	14	1	7%	139	97	70%

*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	57	49	4	8	15	6
Percent	41%	35%	3%	6%	11%	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)
2	0	3	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	8		48		20	3.2%
	Entered GED Program*	4		5		11	1.7%
	Total Noncompleters	12		53		31	4.9%
Students with Disabilities	Dropped Out	0		2		3	9.7%
	Entered GED Program*	0		0		1	3.2%
	Total Noncompleters	0		2		4	12.9%
All Students	Dropped Out	8	1.3%	50	7.6%	23	3.5%
	Entered GED Program*	4	0.6%	5	0.8%	12	1.8%
	Total Noncompleters	12	1.9%	55	8.4%	35	5.3%

*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	0	414
	Number of Students with Disabilities	0	0	68
	Number of All Students	0	0	482
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	583	0	602
	Number of Students with Disabilities	55	0	57
	Number of All Students	638	0	659
	Percent of Enrollment	100%	0%	101%

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	15	73%	7	100%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	15	80%	12	100%	7	86%
Spanish	113	94%	73	97%	0	0%

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%	5	100%	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	1	#	180	79%	0	0%
Science	1	#	3	#	1	#
Reading	0	0%	24	54%	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	84	90%	3	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	3	#
Science	0	0%	3	#	8	38%
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	1	#	4	#
U.S. Hist & Gov't	0	0%	0	0%	2	#

(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	126	155	160	0	2	2
Number Scoring 55-100	118	141	154	0	#	#
Number Scoring 65-100	111	136	148	0	#	#
Number Scoring 85-100	65	69	76	0	#	#
Percentage of Tested Scoring 55-100	94%	91%	96%	0%	#	#
Percentage of Tested Scoring 65-100	88%	88%	93%	0%	#	#
Percentage of Tested Scoring 85-100	52%	45%	47%	0%	#	#
Mathematics A						
Number Tested	2	122	146	0	0	8
Number Scoring 55-100	#	114	143	0	0	7
Number Scoring 65-100	#	102	135	0	0	6
Number Scoring 85-100	#	28	59	0	0	0
Percentage of Tested Scoring 55-100	#	93%	98%	0%	0%	88%
Percentage of Tested Scoring 65-100	#	84%	92%	0%	0%	75%
Percentage of Tested Scoring 85-100	#	23%	40%	0%	0%	0%
Mathematics B						
Number Tested	47	169	95	0	0	0
Number Scoring 55-100	36	139	90	0	0	0
Number Scoring 65-100	25	111	87	0	0	0
Number Scoring 85-100	0	34	36	0	0	0
Percentage of Tested Scoring 55-100	77%	82%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	53%	66%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	20%	38%	0%	0%	0%
Global History and Geography						
Number Tested	153	166	165	0	4	9
Number Scoring 55-100	148	148	153	0	#	7
Number Scoring 65-100	144	139	145	0	#	3
Number Scoring 85-100	75	72	85	0	#	2
Percentage of Tested Scoring 55-100	97%	89%	93%	0%	#	78%
Percentage of Tested Scoring 65-100	94%	84%	88%	0%	#	33%
Percentage of Tested Scoring 85-100	49%	43%	52%	0%	#	22%
U.S. History and Government						
Number Tested	137	146	160	0	2	2
Number Scoring 55-100	135	145	156	0	#	#
Number Scoring 65-100	120	142	147	0	#	#
Number Scoring 85-100	61	60	87	0	#	#
Percentage of Tested Scoring 55-100	99%	99%	97%	0%	#	#
Percentage of Tested Scoring 65-100	88%	97%	92%	0%	#	#
Percentage of Tested Scoring 85-100	45%	41%	54%	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	77	175	110	0	6	5
Number Scoring 55-100	64	146	105	0	2	4
Number Scoring 65-100	57	134	90	0	2	2
Number Scoring 85-100	10	44	33	0	0	1
Percentage of Tested Scoring 55-100	83%	83%	95%	0%	33%	80%
Percentage of Tested Scoring 65-100	74%	77%	82%	0%	33%	40%
Percentage of Tested Scoring 85-100	13%	25%	30%	0%	0%	20%
Physical Setting/Earth Science						
Number Tested	90	77	181	0	1	7
Number Scoring 55-100	90	69	167	0	#	2
Number Scoring 65-100	88	68	147	0	#	1
Number Scoring 85-100	60	26	43	0	#	0
Percentage of Tested Scoring 55-100	100%	90%	92%	0%	#	29%
Percentage of Tested Scoring 65-100	98%	88%	81%	0%	#	14%
Percentage of Tested Scoring 85-100	67%	34%	24%	0%	#	0%
Physical Setting/Chemistry						
Number Tested	47	128	86	0	0	0
Number Scoring 55-100	45	111	83	0	0	0
Number Scoring 65-100	36	90	71	0	0	0
Number Scoring 85-100	5	19	8	0	0	0
Percentage of Tested Scoring 55-100	96%	87%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	77%	70%	83%	0%	0%	0%
Percentage of Tested Scoring 85-100	11%	15%	9%	0%	0%	0%
Physical Setting/Physics						
Number Tested			36			0
Number Scoring 55-100			36			0
Number Scoring 65-100			32			0
Number Scoring 85-100			14			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			89%			0%
Percentage of Tested Scoring 85-100			39%			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	32	28	11	0	0	0
Number Scoring 55-100	32	28	11	0	0	0
Number Scoring 65-100	32	28	11	0	0	0
Number Scoring 85-100	13	12	7	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	41%	43%	64%	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	81	75	74	0	0	1
Number Scoring 55-100	81	74	71	0	0	#
Number Scoring 65-100	81	74	70	0	0	#
Number Scoring 85-100	52	35	38	0	0	#
Percentage of Tested Scoring 55-100	100%	99%	96%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	99%	95%	0%	0%	#
Percentage of Tested Scoring 85-100	64%	47%	51%	0%	0%	#
Comprehensive Latin						
Number Tested	12	18	13	0	0	0
Number Scoring 55-100	9	18	13	0	0	0
Number Scoring 65-100	9	18	13	0	0	0
Number Scoring 85-100	5	9	7	0	0	0
Percentage of Tested Scoring 55-100	75%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	75%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	42%	50%	54%	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	85	85	1	0	0	0
Number Scoring 55-100	81	74	#	0	0	0
Number Scoring 65-100	76	69	#	0	0	0
Number Scoring 85-100	39	41	#	0	0	0
Percentage of Tested Scoring 55-100	95%	87%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	89%	81%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	46%	48%	#	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	8	100%	38	82%	20	95%
Students with Disabilities	0	0%	3	#	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
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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	142	142	142	8	8	8	150	150	150
Number Scoring 55–64	0	0	2	2	2	0	2	2	2
Number Scoring 65–84	62	76	77	1	1	3	63	77	80
Number Scoring 85–100	75	61	58	0	0	0	75	61	58
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
Listening and Speaking (Grade 7-8)						
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 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)