

New York State School Report Card

Comprehensive Information Report

BEDS Code: 58-04-06-06-0007
 Name: Harborfields High School
 Principal: David Bennardo

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	0	0	0
Eighth	0	0	0
Ninth	248	254	272
Tenth	201	237	253
Eleventh	198	198	233
Twelfth	191	195	192
Ungraded Secondary	0	0	0
Total K-12 Enrollment	838	884	950

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	47	5.6%	44	5.0%	42	4.4%
Black (Not Hispanic)	55	6.6%	61	6.9%	69	7.3%
Hispanic	29	3.5%	32	3.6%	42	4.4%
White (Not Hispanic)	707	84.4%	747	84.5%	797	83.9%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	22	23	21
Mathematics Grade 10	28	19	24
Science Grade 10	22	22	24
Social Studies Grade 10	20	19	20

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low 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	17	2.0%	15	1.7%	15	1.6%
Eligible for Free Lunch	22	2.6%	20	2.3%	19	2.0%

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		96.6%		96.0%		95.9%
Student Suspensions	57	7.4%	56	6.7%	68	7.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.8%	1.0%	1.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	97%	97%

Staff Counts

Staff	2003-04
Total Teachers	74
Total Other Professional Staff	10
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	169	140	83%	160	145	91%	159	141	89%
Students with Disabilities	18	6	33%	29	10	34%	28	10	36%
All Students	187	146	78%	189	155	82%	187	151	81%

*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	137	33	1	2	13	1
Percent	73%	18%	1%	1%	7%	1%

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)
28	10	0	28

*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	0		2		3	0.4%
	Entered GED Program*	2		1		0	0.0%
	Total Noncompleters	2		3		3	0.4%
Students with Disabilities	Dropped Out	3		1		0	0.0%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	4		1		0	0.0%
All Students	Dropped Out	3	0.4%	3	0.3%	3	0.3%
	Entered GED Program*	3	0.4%	1	0.1%	0	0.0%
	Total Noncompleters	6	0.7%	4	0.5%	3	0.3%

*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	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9–12	Number of General-Education Students	619	600	704
	Number of Students with Disabilities	105	100	78
	Number of All Students	724	700	782
	Percent of Enrollment	86%	79%	82%

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; completion 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	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
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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	23	78%	1	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	88%	5	80%	3	#
Science	23	74%	1	#	0	0%
Reading	3	#	7	100%	3	#
Writing	3	#	6	100%	2	#
Global Studies	0	0%	7	86%	4	#
U.S. Hist & Gov't	4	#	5	40%	3	#

(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	200	194	227	31	28	26
Number Scoring 55–100	196	188	218	28	25	22
Number Scoring 65–100	183	182	213	22	20	19
Number Scoring 85–100	120	117	136	4	3	6
Percentage of Tested Scoring 55–100	98%	97%	96%	90%	89%	85%
Percentage of Tested Scoring 65–100	92%	94%	94%	71%	71%	73%
Percentage of Tested Scoring 85–100	60%	60%	60%	13%	11%	23%
Mathematics A						
Number Tested	174	203	259	15	17	30
Number Scoring 55–100	168	191	258	11	13	30
Number Scoring 65–100	161	178	257	11	10	30
Number Scoring 85–100	110	72	166	2	2	6
Percentage of Tested Scoring 55–100	97%	94%	100%	73%	76%	100%
Percentage of Tested Scoring 65–100	93%	88%	99%	73%	59%	100%
Percentage of Tested Scoring 85–100	63%	35%	64%	13%	12%	20%
Mathematics B						
Number Tested	0	113	116	0	2	5
Number Scoring 55–100	0	107	110	0	#	5
Number Scoring 65–100	0	101	105	0	#	5
Number Scoring 85–100	0	36	38	0	#	0
Percentage of Tested Scoring 55–100	0%	95%	95%	0%	#	100%
Percentage of Tested Scoring 65–100	0%	89%	91%	0%	#	100%
Percentage of Tested Scoring 85–100	0%	32%	33%	0%	#	0%
Global History and Geography						
Number Tested	192	238	244	27	28	37
Number Scoring 55–100	192	232	235	27	26	31
Number Scoring 65–100	186	219	229	25	21	27
Number Scoring 85–100	109	130	127	8	2	4
Percentage of Tested Scoring 55–100	100%	97%	96%	100%	93%	84%
Percentage of Tested Scoring 65–100	97%	92%	94%	93%	75%	73%
Percentage of Tested Scoring 85–100	57%	55%	52%	30%	7%	11%
U.S. History and Government						
Number Tested	212	191	226	33	28	26
Number Scoring 55–100	205	184	220	29	23	23
Number Scoring 65–100	197	179	210	24	22	20
Number Scoring 85–100	97	129	128	8	9	6
Percentage of Tested Scoring 55–100	97%	96%	97%	88%	82%	88%
Percentage of Tested Scoring 65–100	93%	94%	93%	73%	79%	77%
Percentage of Tested Scoring 85–100	46%	68%	57%	24%	32%	23%

(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	203	234	224	25	26	46
Number Scoring 55–100	203	234	219	25	26	43
Number Scoring 65–100	200	228	211	24	24	37
Number Scoring 85–100	110	109	110	3	4	3
Percentage of Tested Scoring 55–100	100%	100%	98%	100%	100%	93%
Percentage of Tested Scoring 65–100	99%	97%	94%	96%	92%	80%
Percentage of Tested Scoring 85–100	54%	47%	49%	12%	15%	7%
Physical Setting/Earth Science						
Number Tested	124	165	263	11	22	37
Number Scoring 55–100	122	158	256	10	20	32
Number Scoring 65–100	120	154	244	10	17	29
Number Scoring 85–100	76	87	76	5	2	3
Percentage of Tested Scoring 55–100	98%	96%	97%	91%	91%	86%
Percentage of Tested Scoring 65–100	97%	93%	93%	91%	77%	78%
Percentage of Tested Scoring 85–100	61%	53%	29%	45%	9%	8%
Physical Setting/Chemistry						
Number Tested	162	135	142	6	7	6
Number Scoring 55–100	159	134	141	5	7	5
Number Scoring 65–100	138	111	127	4	2	5
Number Scoring 85–100	29	45	44	0	0	1
Percentage of Tested Scoring 55–100	98%	99%	99%	83%	100%	83%
Percentage of Tested Scoring 65–100	85%	82%	89%	67%	29%	83%
Percentage of Tested Scoring 85–100	18%	33%	31%	0%	0%	17%
Physical Setting/Physics						
Number Tested			35			1
Number Scoring 55–100			34			#
Number Scoring 65–100			33			#
Number Scoring 85–100			7			#
Percentage of Tested Scoring 55–100			97%			#
Percentage of Tested Scoring 65–100			94%			#
Percentage of Tested Scoring 85–100			20%			#

* 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	29	34	24	0	0	0
Number Scoring 55–100	29	33	24	0	0	0
Number Scoring 65–100	29	33	24	0	0	0
Number Scoring 85–100	19	25	17	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	66%	74%	71%	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	16	14	9	0	0	0
Number Scoring 55–100	15	14	9	0	0	0
Number Scoring 65–100	14	14	9	0	0	0
Number Scoring 85–100	5	9	6	0	0	0
Percentage of Tested Scoring 55–100	94%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	31%	64%	67%	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	106	148	162	6	4	11
Number Scoring 55–100	106	145	161	6	#	11
Number Scoring 65–100	101	144	156	6	#	9
Number Scoring 85–100	49	91	104	3	#	6
Percentage of Tested Scoring 55–100	100%	98%	99%	100%	#	100%
Percentage of Tested Scoring 65–100	95%	97%	96%	100%	#	82%
Percentage of Tested Scoring 85–100	46%	61%	64%	50%	#	55%
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	170	13	0	6	0	0
Number Scoring 55–100	160	11	0	5	0	0
Number Scoring 65–100	152	10	0	5	0	0
Number Scoring 85–100	91	1	0	0	0	0
Percentage of Tested Scoring 55–100	94%	85%	0%	83%	0%	0%
Percentage of Tested Scoring 65–100	89%	77%	0%	83%	0%	0%
Percentage of Tested Scoring 85–100	54%	8%	0%	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	3	#	38	95%	3	#
Students with Disabilities	2	#	12	50%	3	#

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	159	159	159	26	26	26	185	185	185
Number Scoring 55–64	0	1	2	3	1	2	3	2	4
Number Scoring 65–84	55	34	42	14	14	17	69	48	59
Number Scoring 85–100	99	115	114	8	8	6	107	123	120
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			16			0
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			6			0
Proficient (37-39)			6			0
Reading and Writing (Grade 9-12)						
Number Tested			16			0
Beginning (0-14)			0			0
Intermediate (15-24)			3			0
Advanced (25-32)			7			0
Proficient (33-35)			6			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)