

New York State District Report Card Comprehensive Information Report

BEDS Code: 62-08-03-04-0000
 Name: Highland Central School District
 Superintendent: John Mccarthy

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	122	116	134
First	137	128	128
Second	131	146	129
Third	145	133	150
Fourth	167	139	135
Fifth	141	167	145
Sixth	147	145	173
Ungraded Elementary	0	0	0
Seventh	153	149	145
Eighth	147	154	148
Ninth	154	162	166
Tenth	168	160	147
Eleventh	146	165	151
Twelfth	145	148	140
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1903	1912	1891

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	30	1.6%	30	1.6%	34	1.8%
Black (Not Hispanic)	95	5.0%	92	4.8%	78	4.1%
Hispanic	99	5.2%	76	4.0%	96	5.1%
White (Not Hispanic)	1679	88.2%	1714	89.6%	1683	89.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	19	21
Common Branch	23	22	23
English Grade 8	23	25	23
Mathematics Grade 8	22	25	20
Science Grade 8	24	26	24
Social Studies Grade 8	21	25	25
English Grade 10	16	24	23
Mathematics Grade 10	28	19	22
Science Grade 10	27	21	22
Social Studies Grade 10	18	27	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	13	0.7%	16	0.8%	14	0.7%
Eligible for Free Lunch	322	16.9%	256	13.4%	274	14.5%

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		94.1%		94.1%		93.2%
Student Suspensions	116	6.2%	98	5.2%	63	3.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	8.7%	8.0%	7.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	141
Total Other Professional Staff	20
Total Paraprofessionals	34
Teaching Out of Certification*	5

*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	140	140	100%	125	125	100%	114	91	80%
Students with Disabilities	0	0	0%	9	9	100%	20	2	10%
All Students	140	140	100%	134	134	100%	134	93	69%

*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	56	48	3	3	12	12
Percent	42%	36%	2%	2%	9%	9%

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)
20	2	4	24

*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	11		21		11	2.2%
	Entered GED Program*	4		7		11	2.2%
	Total Noncompleters	15		28		22	4.3%
Students with Disabilities	Dropped Out	0		3		3	2.7%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	0		4		3	2.7%
All Students	Dropped Out	11	1.8%	24	3.8%	14	2.3%
	Entered GED Program*	4	0.7%	8	1.3%	11	1.8%
	Total Noncompleters	15	2.4%	32	5.0%	25	4.0%

*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	60	136	0
	Number of Students with Disabilities	0	31	0
	Number of All Students	60	167	0
	Percent of Enrollment	19%	55%	0%
6-8	Number of General-Education Students	393	396	386
	Number of Students with Disabilities	54	52	80
	Number of All Students	447	448	466
	Percent of Enrollment	100%	100%	100%
9-12	Number of General-Education Students	0	0	476
	Number of Students with Disabilities	0	0	99
	Number of All Students	0	0	575
	Percent of Enrollment	0%	0%	95%

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	0	0%	38	95%	29	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	39	92%	94	98%	90	96%

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%	4	#

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	29	86%
Science	0	0%	0	0%	11	100%
Reading	0	0%	0	0%	5	80%
Writing	0	0%	0	0%	6	83%
Global Studies	0	0%	0	0%	14	100%
U.S. Hist & Gov't	0	0%	0	0%	8	100%

(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	116	137	6	6	19
Number Scoring 55-100	118	107	124	3	4	10
Number Scoring 65-100	111	104	117	1	1	5
Number Scoring 85-100	55	54	63	0	0	1
Percentage of Tested Scoring 55-100	94%	92%	91%	50%	67%	53%
Percentage of Tested Scoring 65-100	88%	90%	85%	17%	17%	26%
Percentage of Tested Scoring 85-100	44%	47%	46%	0%	0%	5%
Mathematics A						
Number Tested	83	38	137	5	7	10
Number Scoring 55-100	55	24	135	1	0	10
Number Scoring 65-100	45	14	133	1	0	9
Number Scoring 85-100	8	0	67	1	0	0
Percentage of Tested Scoring 55-100	66%	63%	99%	20%	0%	100%
Percentage of Tested Scoring 65-100	54%	37%	97%	20%	0%	90%
Percentage of Tested Scoring 85-100	10%	0%	49%	20%	0%	0%
Mathematics B						
Number Tested	0	0	46	0	0	1
Number Scoring 55-100	0	0	46	0	0	#
Number Scoring 65-100	0	0	46	0	0	#
Number Scoring 85-100	0	0	40	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	87%	0%	0%	#
Global History and Geography						
Number Tested	164	124	142	10	14	25
Number Scoring 55-100	148	115	134	4	12	21
Number Scoring 65-100	139	108	127	2	10	17
Number Scoring 85-100	42	36	63	0	1	3
Percentage of Tested Scoring 55-100	90%	93%	94%	40%	86%	84%
Percentage of Tested Scoring 65-100	85%	87%	89%	20%	71%	68%
Percentage of Tested Scoring 85-100	26%	29%	44%	0%	7%	12%
U.S. History and Government						
Number Tested	94	71	164	15	8	24
Number Scoring 55-100	81	70	156	6	8	19
Number Scoring 65-100	69	65	145	2	7	12
Number Scoring 85-100	20	25	67	0	1	1
Percentage of Tested Scoring 55-100	86%	99%	95%	40%	100%	79%
Percentage of Tested Scoring 65-100	73%	92%	88%	13%	88%	50%
Percentage of Tested Scoring 85-100	21%	35%	41%	0%	12%	4%

(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	183	134	110	15	6	17
Number Scoring 55-100	162	124	98	9	6	14
Number Scoring 65-100	154	123	92	5	5	12
Number Scoring 85-100	62	49	24	1	1	0
Percentage of Tested Scoring 55-100	89%	93%	89%	60%	100%	82%
Percentage of Tested Scoring 65-100	84%	92%	84%	33%	83%	71%
Percentage of Tested Scoring 85-100	34%	37%	22%	7%	17%	0%
Physical Setting/Earth Science						
Number Tested	147	163	143	14	7	7
Number Scoring 55-100	125	143	120	7	4	4
Number Scoring 65-100	116	126	109	5	3	2
Number Scoring 85-100	47	61	47	0	1	1
Percentage of Tested Scoring 55-100	85%	88%	84%	50%	57%	57%
Percentage of Tested Scoring 65-100	79%	77%	76%	36%	43%	29%
Percentage of Tested Scoring 85-100	32%	37%	33%	0%	14%	14%
Physical Setting/Chemistry						
Number Tested	47	87	47	0	0	2
Number Scoring 55-100	47	86	47	0	0	#
Number Scoring 65-100	42	77	47	0	0	#
Number Scoring 85-100	18	24	23	0	0	#
Percentage of Tested Scoring 55-100	100%	99%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	89%	89%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	38%	28%	49%	0%	0%	#
Physical Setting/Physics						
Number Tested			34			0
Number Scoring 55-100			34			0
Number Scoring 65-100			33			0
Number Scoring 85-100			14			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			97%			0%
Percentage of Tested Scoring 85-100			41%			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	42	30	24	0	1	0
Number Scoring 55-100	42	29	24	0	#	0
Number Scoring 65-100	37	26	24	0	#	0
Number Scoring 85-100	11	10	14	0	#	0
Percentage of Tested Scoring 55-100	100%	97%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	88%	87%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	26%	33%	58%	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	101	0	62	1	0	1
Number Scoring 55-100	101	0	62	#	0	#
Number Scoring 65-100	101	0	62	#	0	#
Number Scoring 85-100	71	0	33	#	0	#
Percentage of Tested Scoring 55-100	100%	0%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	0%	100%	#	0%	#
Percentage of Tested Scoring 85-100	70%	0%	53%	#	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)

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	70	59	0	0	0	0
Number Scoring 55-100	68	59	0	0	0	0
Number Scoring 65-100	68	58	0	0	0	0
Number Scoring 85-100	49	51	0	0	0	0
Percentage of Tested Scoring 55-100	97%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	98%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	70%	86%	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	0	0%	0	0%	10	100%
Students with Disabilities	0	0%	0	0%	13	62%

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	121	4%	4%	70%	21%
	Students with Disabilities	22	27%	32%	36%	5%
	All Students	143	8%	8%	65%	19%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	125	2%	39%	52%	7%
	Students with Disabilities	26	15%	69%	15%	0%
	All Students	151	4%	44%	46%	6%

(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	2	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	120	120	120	20	20	20	140	140	140
Number Scoring 55–64	5	3	2	3	1	3	8	4	5
Number Scoring 65–84	80	25	60	3	7	10	83	32	70
Number Scoring 85–100	24	44	53	0	0	0	24	44	53
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 K-1)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
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 2-4)						
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 5-6)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			2			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 - 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			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			3			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			3			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)