

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-05-01-06-0000
 Name: Harrison Central School District
 Superintendent: Louis N. Wool

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	284	304	313
First	292	283	300
Second	289	282	280
Third	301	284	281
Fourth	285	293	281
Fifth	283	278	288
Sixth	273	264	252
Ungraded Elementary	0	0	36
Seventh	271	266	264
Eighth	250	267	264
Ninth	191	227	244
Tenth	189	202	208
Eleventh	214	185	188
Twelfth	182	202	178
Ungraded Secondary	6	23	5
Total K-12 Enrollment	3310	3360	3382

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	290	8.8%	288	8.6%	330	9.8%
Black (Not Hispanic)	24	0.7%	27	0.8%	20	0.6%
Hispanic	291	8.8%	306	9.1%	334	9.9%
White (Not Hispanic)	2705	81.7%	2739	81.5%	2698	79.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	20	21
Common Branch	20	19	20
English Grade 8	19	21	21
Mathematics Grade 8	20	19	21
Science Grade 8	20	21	22
Social Studies Grade 8	19	21	21
English Grade 10	23	21	19
Mathematics Grade 10	13	14	16
Science Grade 10	14	10	20
Social Studies Grade 10	22	19	16

(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
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	176	5.3%	193	5.7%	206	6.1%
Eligible for Free Lunch	89	2.7%	124	3.7%	116	3.4%

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		94.2%		95.0%		96.3%
Student Suspensions	106	3.2%	81	2.5%	129	3.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.3%	2.1%	2.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	308
Total Other Professional Staff	51
Total Paraprofessionals	115
Teaching Out of Certification*	3

*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	144	144	100%	181	135	75%	168	125	74%
Students with Disabilities	19	19	100%	31	6	19%	5	1	20%
All Students	163	163	100%	212	141	67%	173	126	73%

*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	117	26	4	4	15	7
Percent	68%	15%	2%	2%	9%	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)
5	1	0	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	2		2		7	0.9%
	Entered GED Program*	3		6		0	0.0%
	Total Noncompleters	5		8		7	0.9%
Students with Disabilities	Dropped Out	0		1		2	1.6%
	Entered GED Program*	1		1		2	1.6%
	Total Noncompleters	1		2		4	3.1%
All Students	Dropped Out	2	0.3%	3	0.4%	9	1.0%
	Entered GED Program*	4	0.5%	7	0.8%	2	0.2%
	Total Noncompleters	6	0.8%	10	1.2%	11	1.2%

*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	0	0	459
	Number of Students with Disabilities	0	0	71
	Number of All Students	0	0	530
	Percent of Enrollment	0%	0%	67%
9-12	Number of General-Education Students	180	0	520
	Number of Students with Disabilities	20	0	80
	Number of All Students	200	0	600
	Percent of Enrollment	26%	0%	73%

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%	37	100%	0	0%
German	0	0%	0	0%	0	0%
Italian	1	#	106	100%	0	0%
Latin	0	0%	15	93%	0	0%
Spanish	0	0%	102	99%	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	2	#	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
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	22	73%	0	0%	0	0%
Science	6	33%	0	0%	0	0%
Reading	3	#	0	0%	0	0%
Writing	3	#	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(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	180	211	22	26	24
Number Scoring 55-100	191	161	199	17	16	21
Number Scoring 65-100	180	152	197	15	14	20
Number Scoring 85-100	105	82	114	4	3	2
Percentage of Tested Scoring 55-100	95%	89%	94%	77%	62%	88%
Percentage of Tested Scoring 65-100	90%	84%	93%	68%	54%	83%
Percentage of Tested Scoring 85-100	53%	46%	54%	18%	12%	8%
Mathematics A						
Number Tested	70	243	209	20	32	15
Number Scoring 55-100	44	225	207	9	25	15
Number Scoring 65-100	26	213	202	6	23	15
Number Scoring 85-100	3	89	99	0	6	3
Percentage of Tested Scoring 55-100	63%	93%	99%	45%	78%	100%
Percentage of Tested Scoring 65-100	37%	88%	97%	30%	72%	100%
Percentage of Tested Scoring 85-100	4%	37%	47%	0%	19%	20%
Mathematics B						
Number Tested	0	0	145	0	0	6
Number Scoring 55-100	0	0	119	0	0	4
Number Scoring 65-100	0	0	106	0	0	4
Number Scoring 85-100	0	0	36	0	0	1
Percentage of Tested Scoring 55-100	0%	0%	82%	0%	0%	67%
Percentage of Tested Scoring 65-100	0%	0%	73%	0%	0%	67%
Percentage of Tested Scoring 85-100	0%	0%	25%	0%	0%	17%
Global History and Geography						
Number Tested	171	198	206	25	21	23
Number Scoring 55-100	169	191	198	24	20	19
Number Scoring 65-100	159	186	192	17	18	16
Number Scoring 85-100	83	104	105	4	3	3
Percentage of Tested Scoring 55-100	99%	96%	96%	96%	95%	83%
Percentage of Tested Scoring 65-100	93%	94%	93%	68%	86%	70%
Percentage of Tested Scoring 85-100	49%	53%	51%	16%	14%	13%
U.S. History and Government						
Number Tested	196	181	184	20	26	22
Number Scoring 55-100	195	180	178	19	26	21
Number Scoring 65-100	183	172	165	15	21	14
Number Scoring 85-100	80	107	100	3	4	3
Percentage of Tested Scoring 55-100	99%	99%	97%	95%	100%	95%
Percentage of Tested Scoring 65-100	93%	95%	90%	75%	81%	64%
Percentage of Tested Scoring 85-100	41%	59%	54%	15%	15%	14%

(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	168	191	189	9	18	19
Number Scoring 55-100	168	191	182	9	18	13
Number Scoring 65-100	168	185	176	9	15	12
Number Scoring 85-100	79	92	73	0	2	1
Percentage of Tested Scoring 55-100	100%	100%	96%	100%	100%	68%
Percentage of Tested Scoring 65-100	100%	97%	93%	100%	83%	63%
Percentage of Tested Scoring 85-100	47%	48%	39%	0%	11%	5%
Physical Setting/Earth Science						
Number Tested	138	200	167	20	22	28
Number Scoring 55-100	133	192	156	18	16	21
Number Scoring 65-100	122	181	137	12	10	14
Number Scoring 85-100	21	105	32	0	1	1
Percentage of Tested Scoring 55-100	96%	96%	93%	90%	73%	75%
Percentage of Tested Scoring 65-100	88%	91%	82%	60%	45%	50%
Percentage of Tested Scoring 85-100	15%	53%	19%	0%	5%	4%
Physical Setting/Chemistry						
Number Tested	143	151	168	9	3	10
Number Scoring 55-100	135	145	162	8	#	9
Number Scoring 65-100	106	120	145	5	#	6
Number Scoring 85-100	30	26	29	1	#	0
Percentage of Tested Scoring 55-100	94%	96%	96%	89%	#	90%
Percentage of Tested Scoring 65-100	74%	79%	86%	56%	#	60%
Percentage of Tested Scoring 85-100	21%	17%	17%	11%	#	0%
Physical Setting/Physics						
Number Tested			81			0
Number Scoring 55-100			73			0
Number Scoring 65-100			64			0
Number Scoring 85-100			20			0
Percentage of Tested Scoring 55-100			90%			0%
Percentage of Tested Scoring 65-100			79%			0%
Percentage of Tested Scoring 85-100			25%			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	23	15	13	1	0	0
Number Scoring 55-100	23	15	13	#	0	0
Number Scoring 65-100	23	15	13	#	0	0
Number Scoring 85-100	15	14	11	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	65%	93%	85%	#	0%	0%
Comprehensive Italian						
Number Tested	56	43	45	2	1	5
Number Scoring 55-100	56	43	45	#	#	5
Number Scoring 65-100	56	43	45	#	#	5
Number Scoring 85-100	42	30	28	#	#	2
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 85-100	75%	70%	62%	#	#	40%
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	74	82	86	2	2	0
Number Scoring 55-100	74	81	86	#	#	0
Number Scoring 65-100	74	80	86	#	#	0
Number Scoring 85-100	55	41	74	#	#	0
Percentage of Tested Scoring 55-100	100%	99%	100%	#	#	0%
Percentage of Tested Scoring 65-100	100%	98%	100%	#	#	0%
Percentage of Tested Scoring 85-100	74%	50%	86%	#	#	0%
Comprehensive Latin						
Number Tested	3	0	0	0	0	0
Number Scoring 55-100	#	0	0	0	0	0
Number Scoring 65-100	#	0	0	0	0	0
Number Scoring 85-100	#	0	0	0	0	0
Percentage of Tested Scoring 55-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	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	147	125	2	4	5	0
Number Scoring 55-100	136	116	#	#	5	0
Number Scoring 65-100	131	112	#	#	5	0
Number Scoring 85-100	70	49	#	#	1	0
Percentage of Tested Scoring 55-100	93%	93%	#	#	100%	0%
Percentage of Tested Scoring 65-100	89%	90%	#	#	100%	0%
Percentage of Tested Scoring 85-100	48%	39%	#	#	20%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	30	100%	41	100%	1	#
Students with Disabilities	4	#	2	#	0	0%

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	262	3%	3%	32%	62%
	Students with Disabilities	23	13%	9%	65%	13%
	All Students	285	4%	3%	35%	58%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	221	1%	9%	65%	25%
	Students with Disabilities	36	3%	50%	42%	6%
	All Students	257	1%	15%	62%	22%

(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	2	0	#	#	#	#
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	1	0	0	0	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	150	150	150	9	9	9	159	159	159
Number Scoring 55–64	5	5	1	1	0	0	6	5	1
Number Scoring 65–84	68	47	64	4	4	2	72	51	66
Number Scoring 85–100	71	93	72	1	2	2	72	95	74
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			67			2
Beginning (0-18)			7			#
Intermediate (19-31)			12			#
Advanced (32-36)			23			#
Proficient (37-39)			25			#
Reading and Writing (Grade K-1)						
Number Tested			67			2
Beginning (0-14)			10			#
Intermediate (15-24)			14			#
Advanced (25-32)			24			#
Proficient (33-35)			19			#
Listening and Speaking (Grade 2-4)						
Number Tested			62			1
Beginning (0-18)			2			#
Intermediate (19-31)			8			#
Advanced (32-36)			12			#
Proficient (37-39)			40			#
Reading and Writing (Grade 2-4)						
Number Tested			62			1
Beginning (0-14)			7			#
Intermediate (15-24)			24			#
Advanced (25-32)			18			#
Proficient (33-35)			13			#
Listening and Speaking (Grade 5-6)						
Number Tested			31			2
Beginning (0-18)			1			#
Intermediate (19-31)			2			#
Advanced (32-36)			2			#
Proficient (37-39)			26			#
Reading and Writing (Grade 5-6)						
Number Tested			31			2
Beginning (0-14)			3			#
Intermediate (15-24)			5			#
Advanced (25-32)			15			#
Proficient (33-35)			8			#

*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			22			1
Beginning (0-18)			1			#
Intermediate (19-31)			5			#
Advanced (32-36)			11			#
Proficient (37-39)			5			#
Reading and Writing (Grade 7-8)						
Number Tested			22			1
Beginning (0-14)			3			#
Intermediate (15-24)			5			#
Advanced (25-32)			9			#
Proficient (33-35)			5			#
Listening and Speaking (Grade 9-12)						
Number Tested			25			0
Beginning (0-18)			3			0
Intermediate (19-31)			6			0
Advanced (32-36)			11			0
Proficient (37-39)			5			0
Reading and Writing (Grade 9-12)						
Number Tested			25			0
Beginning (0-14)			1			0
Intermediate (15-24)			11			0
Advanced (25-32)			11			0
Proficient (33-35)			2			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)