

# New York State School Report Card Comprehensive Information Report

BEDS Code: 66-04-04-03-0003  
 Name: Hastings High School  
 Principal: Thomas Fazio

Grade Range : 9-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	129	130	159
Tenth	144	120	133
Eleventh	133	137	123
Twelfth	102	129	140
Ungraded Secondary	0	0	0
Total K-12 Enrollment	508	516	555

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	20	3.9%	25	4.8%	26	4.7%
Black (Not Hispanic)	20	3.9%	22	4.3%	20	3.6%
Hispanic	25	4.9%	23	4.5%	34	6.1%
White (Not Hispanic)	443	87.2%	446	86.4%	475	85.6%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	17	19
Mathematics Grade 10	24	20	18
Science Grade 10	28	22	17
Social Studies Grade 10	21	16	18

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	10	2.0%	8	1.6%	10	1.8%
Eligible for Free Lunch	11	2.2%	10	1.9%	18	3.2%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		97.2%		96.7%		97.5%
Student Suspensions	15	3.3%	14	2.8%	15	2.9%

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

	2002-03	2003-04	2004-05
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	75%	98%	99%

### Staff Counts

Staff	2004-05
Total Teachers	48
Total Other Professional Staff	7
Total Paraprofessionals	NA
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 and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	96	111	126
	Regents Diplomas	77	111	116
	% Regents Diplomas	80%	100%	92%
	Regents Diplomas with Advanced Designation**			96
	% Regents Diplomas with Advanced Designation			76%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	0	2	12
	Regents Diplomas	0	2	5
	% Regents Diplomas	0%	100%	42%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	1	0
<b>All Students</b>	Total Graduates*	96	113	138
	Regents Diplomas	77	113	121
	% Regents Diplomas	80%	100%	88%
	Regents Diplomas with Advanced Designation**			96
	% Regents Diplomas with Advanced Designation			70%
	IEP Diplomas or Local Certificates	0	1	0

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	106	14	0	0	1	0	4	1
	<b>Percent</b>	84%	11%	0%	0%	1%	0%	3%	1%
<b>Students with Disabilities</b>	<b>Number</b>	2	7	0	0	0	0	2	1
	<b>Percent</b>	17%	58%	0%	0%	0%	0%	17%	8%
<b>All Students</b>	<b>Number</b>	108	21	0	0	1	0	6	2
	<b>Percent</b>	78%	15%	0%	0%	1%	0%	4%	1%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	1		1	0.2%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		1	0.2%	0	0.0%
<b>Students with Disabilities</b>	Dropped Out	0		1	2.6%	1	2.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		1	2.6%	1	2.0%
<b>All Students</b>	Dropped Out	1	0.2%	2	0.4%	1	0.2%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	1	0.2%	2	0.4%	1	0.2%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	465	471	510
	Number of Students with Disabilities	42	44	45
	Number of All Students	507	515	555
	Percent of Enrollment	100%	100%	100%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	132	141	118	0	12	11
Number Scoring 55-100	128	136	116	0	8	9
Number Scoring 65-100	125	133	115	0	6	9
Number Scoring 85-100	106	109	81	0	2	1
Percentage of Tested Scoring 55-100	97%	96%	98%	0%	67%	82%
Percentage of Tested Scoring 65-100	95%	94%	97%	0%	50%	82%
Percentage of Tested Scoring 85-100	80%	77%	69%	0%	17%	9%
<b>Mathematics A</b>						
Number Tested	123	149	157	8	7	20
Number Scoring 55-100	115	147	155	8	6	20
Number Scoring 65-100	97	143	149	7	6	18
Number Scoring 85-100	25	71	80	0	1	2
Percentage of Tested Scoring 55-100	93%	99%	99%	100%	86%	100%
Percentage of Tested Scoring 65-100	79%	96%	95%	88%	86%	90%
Percentage of Tested Scoring 85-100	20%	48%	51%	0%	14%	10%
<b>Mathematics B</b>						
Number Tested	112	128	108	0	5	1
Number Scoring 55-100	109	119	99	0	3	#
Number Scoring 65-100	101	107	81	0	3	#
Number Scoring 85-100	41	37	31	0	1	#
Percentage of Tested Scoring 55-100	97%	93%	92%	0%	60%	#
Percentage of Tested Scoring 65-100	90%	84%	75%	0%	60%	#
Percentage of Tested Scoring 85-100	37%	29%	29%	0%	20%	#
<b>Global History and Geography</b>						
Number Tested	139	129	142	0	13	14
Number Scoring 55-100	135	125	137	0	11	14
Number Scoring 65-100	133	122	129	0	11	9
Number Scoring 85-100	87	84	87	0	3	1
Percentage of Tested Scoring 55-100	97%	97%	96%	0%	85%	100%
Percentage of Tested Scoring 65-100	96%	95%	91%	0%	85%	64%
Percentage of Tested Scoring 85-100	63%	65%	61%	0%	23%	7%
<b>U.S. History and Government</b>						
Number Tested	128	136	125	0	13	13
Number Scoring 55-100	128	133	118	0	10	10
Number Scoring 65-100	126	129	117	0	8	9
Number Scoring 85-100	92	86	86	0	1	2
Percentage of Tested Scoring 55-100	100%	98%	94%	0%	77%	77%
Percentage of Tested Scoring 65-100	98%	95%	94%	0%	62%	69%
Percentage of Tested Scoring 85-100	72%	63%	69%	0%	8%	15%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	134	137	142	1	10	14
Number Scoring 55-100	131	136	140	#	9	12
Number Scoring 65-100	126	132	137	#	8	11
Number Scoring 85-100	72	71	58	#	0	0
Percentage of Tested Scoring 55-100	98%	99%	99%	#	90%	86%
Percentage of Tested Scoring 65-100	94%	96%	96%	#	80%	79%
Percentage of Tested Scoring 85-100	54%	52%	41%	#	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	57	55	66	9	6	12
Number Scoring 55-100	56	55	66	9	6	12
Number Scoring 65-100	55	55	63	9	6	10
Number Scoring 85-100	33	24	49	5	1	4
Percentage of Tested Scoring 55-100	98%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	96%	100%	95%	100%	100%	83%
Percentage of Tested Scoring 85-100	58%	44%	74%	56%	17%	33%
<b>Physical Setting/Chemistry</b>						
Number Tested	122	127	113	0	6	3
Number Scoring 55-100	118	118	103	0	4	#
Number Scoring 65-100	97	111	92	0	4	#
Number Scoring 85-100	19	24	20	0	0	#
Percentage of Tested Scoring 55-100	97%	93%	91%	0%	67%	#
Percentage of Tested Scoring 65-100	80%	87%	81%	0%	67%	#
Percentage of Tested Scoring 85-100	16%	19%	18%	0%	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		30	52		0	1
Number Scoring 55-100		28	46		0	#
Number Scoring 65-100		22	41		0	#
Number Scoring 85-100		5	20		0	#
Percentage of Tested Scoring 55-100		93%	88%		0%	#
Percentage of Tested Scoring 65-100		73%	79%		0%	#
Percentage of Tested Scoring 85-100		17%	38%		0%	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	54	41	47	0	0	0
Number Scoring 55-100	54	41	47	0	0	0
Number Scoring 65-100	54	41	47	0	0	0
Number Scoring 85-100	35	35	34	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	65%	85%	72%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	71	66	64	0	1	1
Number Scoring 55-100	71	65	64	0	#	#
Number Scoring 65-100	71	65	64	0	#	#
Number Scoring 85-100	55	57	51	0	#	#
Percentage of Tested Scoring 55-100	100%	98%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	98%	100%	0%	#	#
Percentage of Tested Scoring 85-100	77%	86%	80%	0%	#	#
<b>Comprehensive Latin</b>						
Number Tested	14	7	10	0	0	0
Number Scoring 55-100	14	7	10	0	0	0
Number Scoring 65-100	14	7	10	0	0	0
Number Scoring 85-100	13	7	10	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	93%	100%	100%	0%	0%	0%

(Form - H)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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

### 2001 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	122	122	122	15	15	15	137	137	137
Number Scoring 55–64	2	1	2	0	3	2	2	4	4
Number Scoring 65–84	35	34	29	12	9	10	47	43	39
Number Scoring 85–100	84	87	91	2	2	3	86	89	94
Approved Alternatives	0	0	0	1	0	0	1	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		3	6		0	0
Beginning		#	0		0	0
Intermediate		#	1		0	0
Advanced		#	3		0	0
Proficient		#	2		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		3	6		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	3		0	0
Proficient		#	3		0	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)