

# New York State School Report Card Comprehensive Information Report

BEDS Code: 13-05-02-02-0003

Grade Range : 9-12

Name: Dover High School

Principal: Michael Tierney

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	137	147	177
Tenth	126	148	129
Eleventh	130	124	136
Twelfth	92	114	129
Ungraded Secondary	0	0	6
Total K-12 Enrollment	485	533	577

## Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	6	1.2%	4	0.8%	5	0.9%
Black (Not Hispanic)	16	3.3%	15	2.8%	20	3.5%
Hispanic	10	2.1%	20	3.8%	18	3.1%
White (Not Hispanic)	453	93.4%	494	92.7%	534	92.5%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
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	23	20	0
Mathematics Grade 10	0	0	13
Science Grade 10	0	0	22
Social Studies Grade 10	27	10	25

(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
50	All schools in this group are secondary level schools in school districts with average 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	1.0%	6	1.1%	2	0.4%
Eligible for Free Lunch	54	11.1%	78	14.6%	78	13.5%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.0%		91.1%		91.5%
Student Suspensions	73	8.2%	56	11.6%	46	8.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.0%	6.0%	5.9%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	99%	96%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	42
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	8
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	71	34	48%	95	95	100%	93	53	57%
Students with Disabilities	7	0	0%	9	9	100%	6	0	0%
All Students	78	34	44%	104	104	100%	99	53	54%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	39	43	4	3	10	0
Percent	39%	43%	4%	3%	10%	0%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
6	0	6	12

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			15		9	
	Entered GED Program*			3		0	
	Total Noncompleters			18		9	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	12	2.5%	16	3.0%	9	1.6%
	Entered GED Program*	2	0.4%	3	0.6%	0	0.0%
	Total Noncompleters	14	2.9%	19	3.6%	9	1.6%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		135	140
	Number of Students with Disabilities		15	30
	Number of All Students		150	170
	Percent of Enrollment		28%	29%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	33	76%	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	83	94%	0	0%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	10	90%	0	0%	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	88%	19	0%	11	55%
Science	3	#	6	0%	3	#
Reading	1	#	1	#	2	#
Writing	1	#	1	#	2	#
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	3	#	5	20%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	2	#	16	44%
Science	24	50%	2	#	7	71%
Reading	4	#	0	0%	4	#
Writing	4	#	0	0%	4	#
Global Studies	9	0%	0	0%	13	23%
U.S. Hist & Gov't	5	0%	1	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	94	113	115	3	1	6
Number Scoring 55–100	87	105	104	#	#	3
Number Scoring 65–100	78	95	99	#	#	2
Number Scoring 85–100	22	44	49	#	#	0
Percentage of Tested Scoring 55–100	93%	93%	90%	#	#	50%
Percentage of Tested Scoring 65–100	83%	84%	86%	#	#	33%
Percentage of Tested Scoring 85–100	23%	39%	43%	#	#	0%
<b>Mathematics A</b>						
Number Tested	105	112	97	0	0	2
Number Scoring 55–100	84	89	81	0	0	#
Number Scoring 65–100	71	69	69	0	0	#
Number Scoring 85–100	14	23	34	0	0	#
Percentage of Tested Scoring 55–100	80%	79%	84%	0%	0%	#
Percentage of Tested Scoring 65–100	68%	62%	71%	0%	0%	#
Percentage of Tested Scoring 85–100	13%	21%	35%	0%	0%	#
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	118	118	115	7	1	6
Number Scoring 55–100	114	115	108	5	#	6
Number Scoring 65–100	103	109	100	1	#	5
Number Scoring 85–100	44	26	50	0	#	1
Percentage of Tested Scoring 55–100	97%	97%	94%	71%	#	100%
Percentage of Tested Scoring 65–100	87%	92%	87%	14%	#	83%
Percentage of Tested Scoring 85–100	37%	22%	43%	0%	#	17%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	61	122	115	3	3	6
Number Scoring 55–100	54	113	108	#	#	4
Number Scoring 65–100	51	105	103	#	#	2
Number Scoring 85–100	22	45	48	#	#	0
Percentage of Tested Scoring 55–100	89%	93%	94%	#	#	67%
Percentage of Tested Scoring 65–100	84%	86%	90%	#	#	33%
Percentage of Tested Scoring 85–100	36%	37%	42%	#	#	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	62	68	115	0	0	2
Number Scoring 55–100	62	63	109	0	0	#
Number Scoring 65–100	61	63	103	0	0	#
Number Scoring 85–100	15	13	26	0	0	#
Percentage of Tested Scoring 55–100	100%	93%	95%	0%	0%	#
Percentage of Tested Scoring 65–100	98%	93%	90%	0%	0%	#
Percentage of Tested Scoring 85–100	24%	19%	23%	0%	0%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	35	177	164	0	2	14
Number Scoring 55–100	33	167	141	0	#	7
Number Scoring 65–100	29	157	134	0	#	6
Number Scoring 85–100	10	62	42	0	#	0
Percentage of Tested Scoring 55–100	94%	94%	86%	0%	#	50%
Percentage of Tested Scoring 65–100	83%	89%	82%	0%	#	43%
Percentage of Tested Scoring 85–100	29%	35%	26%	0%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		27	20		0	0
Number Scoring 55–100		25	17		0	0
Number Scoring 65–100		22	15		0	0
Number Scoring 85–100		1	3		0	0
Percentage of Tested Scoring 55–100		93%	85%		0%	0%
Percentage of Tested Scoring 65–100		81%	75%		0%	0%
Percentage of Tested Scoring 85–100		4%	15%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	8	9	29	0	0	0
Number Scoring 55–100	8	7	28	0	0	0
Number Scoring 65–100	8	7	28	0	0	0
Number Scoring 85–100	2	2	17	0	0	0
Percentage of Tested Scoring 55–100	100%	78%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	78%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	25%	22%	59%	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	4	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%
<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	61	45	65	0	0	0
Number Scoring 55–100	60	43	63	0	0	0
Number Scoring 65–100	59	43	63	0	0	0
Number Scoring 85–100	31	30	47	0	0	0
Percentage of Tested Scoring 55–100	98%	96%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	96%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	51%	67%	72%	0%	0%	0%
<b>Comprehensive Latin</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%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	55	0	0	0	0	0
Number Scoring 55–100	38	0	0	0	0	0
Number Scoring 65–100	33	0	0	0	0	0
Number Scoring 85–100	10	0	0	0	0	0
Percentage of Tested Scoring 55–100	69%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	60%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	18%	0%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	85	71	74	0	0	1
Number Scoring 55–100	66	61	63	0	0	#
Number Scoring 65–100	56	53	56	0	0	#
Number Scoring 85–100	20	21	21	0	0	#
Percentage of Tested Scoring 55–100	78%	86%	85%	0%	0%	#
Percentage of Tested Scoring 65–100	66%	75%	76%	0%	0%	#
Percentage of Tested Scoring 85–100	24%	30%	28%	0%	0%	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 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	102	102	102	14	14	14	116	116	116
Number Scoring 55–64	5	5	8	1	2	0	6	7	8
Number Scoring 65–84	50	55	63	1	3	1	51	58	64
Number Scoring 85–100	41	37	29	0	0	2	41	37	31
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)