

# New York State School Report Card Comprehensive Information Report

BEDS Code: 40-12-01-06-0003

Grade Range : 7-12

Name: Royalton Hartland Junior-Senior High School

Principal: Kevin Shanley

## 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	151	158	125
Eighth	117	145	153
Ninth	168	125	155
Tenth	147	158	121
Eleventh	141	145	152
Twelfth	103	128	128
Ungraded Secondary	0	0	0
Total K-12 Enrollment	827	859	834

## 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	2	0.2%	2	0.2%	3	0.4%
Black (Not Hispanic)	9	1.1%	6	0.7%	8	1.0%
Hispanic	2	0.2%	0	0.0%	2	0.2%
White (Not Hispanic)	814	98.4%	851	99.1%	821	98.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	23	21	18
Mathematics Grade 8	21	20	17
Science Grade 8	20	18	21
Social Studies Grade 8	23	21	14
English Grade 10	17	26	20
Mathematics Grade 10	22	22	22
Science Grade 10	18	20	18
Social Studies Grade 10	24	19	18

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	1	0.1%
<b>Eligible for Free Lunch</b>	87	10.5%	87	10.1%	83	10.0%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		91.7%		93.7%		96.0%
<b>Student Suspensions</b>	49	6.2%	44	5.3%	53	6.2%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	6.2%	5.9%	4.3%
<b>Public Assistance</b>	11-20%	11-20%	11-20%
<b>Student Stability</b>	97%	100%	94%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	64
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	81	57	70%	110	69	63%	4	0	0%
Students with Disabilities	10	0	0%	7	1	14%	0	0	0%
All Students	91	57	63%	117	70	60%	4	0	0%

\*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	0	1	0	2	0	1
Percent	0%	25%	0%	50%	0%	25%

## 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)
0	0	0	0

\*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			74		11	
	Entered GED Program*			1		2	
	Total Noncompleters			75		13	
Students with Disabilities	Dropped Out			0		5	
	Entered GED Program*			0		0	
	Total Noncompleters			0		5	
All Students	Dropped Out	8	1.4%	74	13.3%	16	2.9%
	Entered GED Program*	2	0.4%	1	0.2%	2	0.4%
	Total Noncompleters	10	1.8%	75	13.5%	18	3.2%

\*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		0	54
	Number of Students with Disabilities		0	21
	Number of All Students		0	75
	Percent of Enrollment		0%	13%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	31	90%	29	83%	36	92%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	47	100%	99	88%	108	94%

### Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	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%	6	67%	1	#

(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	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%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	8	100%	0	0%
Science	2	#	1	#	0	0%
Reading	1	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	6	100%	1	#	2	#
U.S. Hist & Gov't	3	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	125	143	157	9	14	12
Number Scoring 55–100	124	133	151	8	13	9
Number Scoring 65–100	109	116	141	5	10	5
Number Scoring 85–100	28	28	68	1	1	0
Percentage of Tested Scoring 55–100	99%	93%	96%	89%	93%	75%
Percentage of Tested Scoring 65–100	87%	81%	90%	56%	71%	42%
Percentage of Tested Scoring 85–100	22%	20%	43%	11%	7%	0%
<b>Mathematics A</b>						
Number Tested	0	132	150	0	8	7
Number Scoring 55–100	0	98	131	0	1	5
Number Scoring 65–100	0	84	111	0	1	4
Number Scoring 85–100	0	24	15	0	0	0
Percentage of Tested Scoring 55–100	0%	74%	87%	0%	12%	71%
Percentage of Tested Scoring 65–100	0%	64%	74%	0%	12%	57%
Percentage of Tested Scoring 85–100	0%	18%	10%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	2	0	0	1
Number Scoring 55–100	0	0	#	0	0	#
Number Scoring 65–100	0	0	#	0	0	#
Number Scoring 85–100	0	0	#	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	138	159	133	12	10	11
Number Scoring 55–100	133	145	114	12	10	9
Number Scoring 65–100	105	124	105	5	4	8
Number Scoring 85–100	27	18	25	0	0	0
Percentage of Tested Scoring 55–100	96%	91%	86%	100%	100%	82%
Percentage of Tested Scoring 65–100	76%	78%	79%	42%	40%	73%
Percentage of Tested Scoring 85–100	20%	11%	19%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	127	147	158	7	11	12
Number Scoring 55–100	113	132	147	5	9	8
Number Scoring 65–100	97	106	131	2	4	6
Number Scoring 85–100	33	29	46	0	0	1
Percentage of Tested Scoring 55–100	89%	90%	93%	71%	82%	67%
Percentage of Tested Scoring 65–100	76%	72%	83%	29%	36%	50%
Percentage of Tested Scoring 85–100	26%	20%	29%	0%	0%	8%

(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	148	136	120	11	13	11
Number Scoring 55–100	148	133	114	11	12	9
Number Scoring 65–100	145	129	114	11	11	9
Number Scoring 85–100	14	51	39	0	0	0
Percentage of Tested Scoring 55–100	100%	98%	95%	100%	92%	82%
Percentage of Tested Scoring 65–100	98%	95%	95%	100%	85%	82%
Percentage of Tested Scoring 85–100	9%	38%	33%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	146	135	163	11	15	17
Number Scoring 55–100	129	125	147	8	10	13
Number Scoring 65–100	113	112	136	6	8	12
Number Scoring 85–100	49	44	69	1	3	3
Percentage of Tested Scoring 55–100	88%	93%	90%	73%	67%	76%
Percentage of Tested Scoring 65–100	77%	83%	83%	55%	53%	71%
Percentage of Tested Scoring 85–100	34%	33%	42%	9%	20%	18%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		59	59		1	1
Number Scoring 55–100		56	57		#	#
Number Scoring 65–100		45	53		#	#
Number Scoring 85–100		5	12		#	#
Percentage of Tested Scoring 55–100		95%	97%		#	#
Percentage of Tested Scoring 65–100		76%	90%		#	#
Percentage of Tested Scoring 85–100		8%	20%		#	#
<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	42	29	29	0	0	0
Number Scoring 55–100	39	27	29	0	0	0
Number Scoring 65–100	34	24	27	0	0	0
Number Scoring 85–100	8	2	11	0	0	0
Percentage of Tested Scoring 55–100	93%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	81%	83%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	19%	7%	38%	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	58	62	57	0	2	0
Number Scoring 55–100	55	62	56	0	#	0
Number Scoring 65–100	55	59	54	0	#	0
Number Scoring 85–100	20	32	34	0	#	0
Percentage of Tested Scoring 55–100	95%	100%	98%	0%	#	0%
Percentage of Tested Scoring 65–100	95%	95%	95%	0%	#	0%
Percentage of Tested Scoring 85–100	34%	52%	60%	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	125	29	0	6	1	0
Number Scoring 55–100	87	23	0	3	#	0
Number Scoring 65–100	76	21	0	1	#	0
Number Scoring 85–100	25	2	0	0	#	0
Percentage of Tested Scoring 55–100	70%	79%	0%	50%	#	0%
Percentage of Tested Scoring 65–100	61%	72%	0%	17%	#	0%
Percentage of Tested Scoring 85–100	20%	7%	0%	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	65	75	1	1	1	0
Number Scoring 55–100	46	68	#	#	#	0
Number Scoring 65–100	34	65	#	#	#	0
Number Scoring 85–100	17	27	#	#	#	0
Percentage of Tested Scoring 55–100	71%	91%	#	#	#	0%
Percentage of Tested Scoring 65–100	52%	87%	#	#	#	0%
Percentage of Tested Scoring 85–100	26%	36%	#	#	#	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	68	99%	64	97%	48	98%
Students with Disabilities	13	100%	5	100%	9	89%

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	134	2%	35%	60%	3%
	Students with Disabilities	22	14%	73%	14%	0%
	All Students	156	4%	40%	53%	3%

(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	119	119	119	19	19	19	138	138	138
Number Scoring 55–64	8	19	2	7	5	0	15	24	2
Number Scoring 65–84	81	68	87	6	5	14	87	73	101
Number Scoring 85–100	27	25	28	0	0	0	27	25	28
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)