

# New York State School Report Card Comprehensive Information Report

BEDS Code: 66-05-01-06-0004  
 Name: Harrison High School  
 Principal: Keith Schenker

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	191	227	244
Tenth	189	202	208
Eleventh	214	185	188
Twelfth	182	202	178
Ungraded Secondary	6	23	5
Total K-12 Enrollment	782	839	823

## 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	44	5.6%	48	5.7%	65	7.9%
Black (Not Hispanic)	5	0.6%	10	1.2%	7	0.9%
Hispanic	82	10.5%	94	11.2%	100	12.2%
White (Not Hispanic)	651	83.2%	687	81.9%	651	79.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	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
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**

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	27	3.5%	38	4.5%	32	3.9%
Eligible for Free Lunch	9	1.2%	27	3.2%	17	2.1%

**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		94.9%		94.5%		96.6%
Student Suspensions	94	12.0%	67	8.6%	115	13.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.8%	1.1%	0.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	100%	97%

**Staff Counts**

Staff	2003-04
Total Teachers	72
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*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	0	0	0%	181	135	75%	166	125	75%
Students with Disabilities	0	0	0%	30	6	20%	5	1	20%
All Students	0	0	0%	211	141	67%	171	126	74%

\*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	116	26	4	3	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	0		2		7	0.9%
	Entered GED Program*	0		6		0	0.0%
	Total Noncompleters	0		8		7	0.9%
Students with Disabilities	Dropped Out	0		1		2	2.0%
	Entered GED Program*	0		1		2	2.0%
	Total Noncompleters	0		2		4	3.9%
All Students	Dropped Out	0	0.0%	3	0.4%	9	1.0%
	Entered GED Program*	0	0.0%	7	0.8%	2	0.2%
	Total Noncompleters	0	0.0%	10	1.2%	11	1.3%

\*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	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	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%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	15	93%	0	0%
Spanish	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
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	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%	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	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%	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
<b>Comprehensive English</b>						
Number Tested	0	180	210	0	26	23
Number Scoring 55-100	0	161	198	0	16	20
Number Scoring 65-100	0	152	196	0	14	19
Number Scoring 85-100	0	82	114	0	3	2
Percentage of Tested Scoring 55-100	0%	89%	94%	0%	62%	87%
Percentage of Tested Scoring 65-100	0%	84%	93%	0%	54%	83%
Percentage of Tested Scoring 85-100	0%	46%	54%	0%	12%	9%
<b>Mathematics A</b>						
Number Tested	0	232	208	0	32	14
Number Scoring 55-100	0	214	206	0	25	14
Number Scoring 65-100	0	202	201	0	23	14
Number Scoring 85-100	0	78	99	0	6	3
Percentage of Tested Scoring 55-100	0%	92%	99%	0%	78%	100%
Percentage of Tested Scoring 65-100	0%	87%	97%	0%	72%	100%
Percentage of Tested Scoring 85-100	0%	34%	48%	0%	19%	21%
<b>Mathematics B</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%
<b>Global History and Geography</b>						
Number Tested	0	198	205	0	21	22
Number Scoring 55-100	0	191	197	0	20	18
Number Scoring 65-100	0	186	191	0	18	15
Number Scoring 85-100	0	104	105	0	3	3
Percentage of Tested Scoring 55-100	0%	96%	96%	0%	95%	82%
Percentage of Tested Scoring 65-100	0%	94%	93%	0%	86%	68%
Percentage of Tested Scoring 85-100	0%	53%	51%	0%	14%	14%
<b>U.S. History and Government</b>						
Number Tested	0	180	181	0	26	19
Number Scoring 55-100	0	179	176	0	26	19
Number Scoring 65-100	0	171	163	0	21	12
Number Scoring 85-100	0	107	100	0	4	3
Percentage of Tested Scoring 55-100	0%	99%	97%	0%	100%	100%
Percentage of Tested Scoring 65-100	0%	95%	90%	0%	81%	63%
Percentage of Tested Scoring 85-100	0%	59%	55%	0%	15%	16%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	0	191	189	0	18	19
Number Scoring 55-100	0	191	182	0	18	13
Number Scoring 65-100	0	185	176	0	15	12
Number Scoring 85-100	0	92	73	0	2	1
Percentage of Tested Scoring 55-100	0%	100%	96%	0%	100%	68%
Percentage of Tested Scoring 65-100	0%	97%	93%	0%	83%	63%
Percentage of Tested Scoring 85-100	0%	48%	39%	0%	11%	5%
<b>Physical Setting/Earth Science</b>						
Number Tested	0	129	165	0	22	26
Number Scoring 55-100	0	121	154	0	16	19
Number Scoring 65-100	0	110	136	0	10	13
Number Scoring 85-100	0	36	32	0	1	1
Percentage of Tested Scoring 55-100	0%	94%	93%	0%	73%	73%
Percentage of Tested Scoring 65-100	0%	85%	82%	0%	45%	50%
Percentage of Tested Scoring 85-100	0%	28%	19%	0%	5%	4%
<b>Physical Setting/Chemistry</b>						
Number Tested	0	151	168	0	3	10
Number Scoring 55-100	0	145	162	0	#	9
Number Scoring 65-100	0	120	145	0	#	6
Number Scoring 85-100	0	26	29	0	#	0
Percentage of Tested Scoring 55-100	0%	96%	96%	0%	#	90%
Percentage of Tested Scoring 65-100	0%	79%	86%	0%	#	60%
Percentage of Tested Scoring 85-100	0%	17%	17%	0%	#	0%
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</b>						
Number Tested	0	15	13	0	0	0
Number Scoring 55–100	0	15	13	0	0	0
Number Scoring 65–100	0	15	13	0	0	0
Number Scoring 85–100	0	14	11	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	93%	85%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	43	45	0	1	5
Number Scoring 55–100	0	43	45	0	#	5
Number Scoring 65–100	0	43	45	0	#	5
Number Scoring 85–100	0	30	28	0	#	2
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	#	100%
Percentage of Tested Scoring 65–100	0%	100%	100%	0%	#	100%
Percentage of Tested Scoring 85–100	0%	70%	62%	0%	#	40%
<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	0	82	86	0	2	0
Number Scoring 55–100	0	81	86	0	#	0
Number Scoring 65–100	0	80	86	0	#	0
Number Scoring 85–100	0	41	74	0	#	0
Percentage of Tested Scoring 55–100	0%	99%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	98%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	50%	86%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	0	125	2	0	5	0
Number Scoring 55-100	0	116	#	0	5	0
Number Scoring 65-100	0	112	#	0	5	0
Number Scoring 85-100	0	49	#	0	1	0
Percentage of Tested Scoring 55-100	0%	93%	#	0%	100%	0%
Percentage of Tested Scoring 65-100	0%	90%	#	0%	100%	0%
Percentage of Tested Scoring 85-100	0%	39%	#	0%	20%	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%	41	100%	1	#
Students with Disabilities	0	0%	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
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 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	148	148	148	8	8	8	156	156	156
Number Scoring 55–64	5	5	1	1	0	0	6	5	1
Number Scoring 65–84	67	46	63	4	4	2	71	50	65
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			21			0
Beginning (0-18)			3			0
Intermediate (19-31)			6			0
Advanced (32-36)			10			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			21			0
Beginning (0-14)			1			0
Intermediate (15-24)			11			0
Advanced (25-32)			8			0
Proficient (33-35)			1			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)