

New York State School Report Card Comprehensive Information Report

BEDS Code: 57-03-02-06-0003

Grade Range : 9-12

Name: Haverling Senior High School

Principal: Randy Brzezinski

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	169	158	0
Eighth	168	168	0
Ninth	169	167	164
Tenth	164	171	171
Eleventh	156	149	163
Twelfth	163	151	146
Ungraded Secondary	0	0	12
Total K-12 Enrollment	989	964	656

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	14	1.4%	12	1.2%	11	1.7%
Black (Not Hispanic)	3	0.3%	6	0.6%	4	0.6%
Hispanic	3	0.3%	6	0.6%	4	0.6%
White (Not Hispanic)	969	98.0%	940	97.5%	637	97.1%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	19	0
Mathematics Grade 8	24	21	0
Science Grade 8	20	20	0
Social Studies Grade 8	19	21	5
English Grade 10	21	16	15
Mathematics Grade 10	21	24	14
Science Grade 10	23	17	28
Social Studies Grade 10	18	19	16

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower 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	3	0.3%	0	0.0%	0	0.0%
Eligible for Free Lunch	151	15.3%	155	16.1%	118	18.0%

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		95.0%		94.2%		95.4%
Student Suspensions	1	0.1%	68	6.9%	0	0.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.5%	9.7%	7.9%
Public Assistance	31-40%	21-30%	21-30%
Student Stability	82%	98%	100%

Staff Counts

Staff	2002–2003
Total Teachers	50
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	6
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	138	88	64%	134	86	64%	14	1	7%
Students with Disabilities	0	0	0%	0	0	0%	0	0	0%
All Students	138	88	64%	134	86	64%	14	1	7%

*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	4	0	1	1	8
Percent	0%	29%	0%	7%	7%	57%

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			8		48	
	Entered GED Program*			4		5	
	Total Noncompleters			12		53	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			0		0	
	Total Noncompleters			0		2	
All Students	Dropped Out	10	1.5%	8	1.3%	50	7.6%
	Entered GED Program*	16	2.5%	4	0.6%	5	0.8%
	Total Noncompleters	26	4.0%	12	1.9%	55	8.4%

*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		583	0
	Number of Students with Disabilities		55	0
	Number of All Students		638	0
	Percent of Enrollment		100%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	15	73%	7	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	25	96%	15	80%	12	100%
Spanish	96	99%	113	94%	73	97%

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	1	#	0	0%	5	100%

(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%	1	#	180	79%
Science	1	#	1	#	3	#
Reading	0	0%	0	0%	24	54%
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	0	0%	84	90%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	17	76%	0	0%	0	0%
Science	12	58%	0	0%	3	#
Reading	34	68%	0	0%	0	0%
Writing	26	73%	0	0%	0	0%
Global Studies	3	#	0	0%	1	#
U.S. Hist & Gov't	4	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	142	126	155	6	0	2
Number Scoring 55–100	139	118	141	3	0	#
Number Scoring 65–100	130	111	136	0	0	#
Number Scoring 85–100	57	65	69	0	0	#
Percentage of Tested Scoring 55–100	98%	94%	91%	50%	0%	#
Percentage of Tested Scoring 65–100	92%	88%	88%	0%	0%	#
Percentage of Tested Scoring 85–100	40%	52%	45%	0%	0%	#
Mathematics A						
Number Tested	0	2	122	0	0	0
Number Scoring 55–100	0	#	114	0	0	0
Number Scoring 65–100	0	#	102	0	0	0
Number Scoring 85–100	0	#	28	0	0	0
Percentage of Tested Scoring 55–100	0%	#	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	84%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	23%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	47	169	0	0	0
Number Scoring 55–100	0	36	139	0	0	0
Number Scoring 65–100	0	25	111	0	0	0
Number Scoring 85–100	0	0	34	0	0	0
Percentage of Tested Scoring 55–100	0%	77%	82%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	53%	66%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	20%	0%	0%	0%
Global History and Geography						
Number Tested	150	153	166	4	0	4
Number Scoring 55–100	142	148	148	#	0	#
Number Scoring 65–100	133	144	139	#	0	#
Number Scoring 85–100	73	75	72	#	0	#
Percentage of Tested Scoring 55–100	95%	97%	89%	#	0%	#
Percentage of Tested Scoring 65–100	89%	94%	84%	#	0%	#
Percentage of Tested Scoring 85–100	49%	49%	43%	#	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	134	137	146	10	0	2
Number Scoring 55–100	121	135	145	6	0	#
Number Scoring 65–100	111	120	142	3	0	#
Number Scoring 85–100	59	61	60	0	0	#
Percentage of Tested Scoring 55–100	90%	99%	99%	60%	0%	#
Percentage of Tested Scoring 65–100	83%	88%	97%	30%	0%	#
Percentage of Tested Scoring 85–100	44%	45%	41%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	192	77	175	1	0	6
Number Scoring 55–100	191	64	146	#	0	2
Number Scoring 65–100	186	57	134	#	0	2
Number Scoring 85–100	43	10	44	#	0	0
Percentage of Tested Scoring 55–100	99%	83%	83%	#	0%	33%
Percentage of Tested Scoring 65–100	97%	74%	77%	#	0%	33%
Percentage of Tested Scoring 85–100	22%	13%	25%	#	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	42	90	77	0	0	1
Number Scoring 55–100	40	90	69	0	0	#
Number Scoring 65–100	36	88	68	0	0	#
Number Scoring 85–100	20	60	26	0	0	#
Percentage of Tested Scoring 55–100	95%	100%	90%	0%	0%	#
Percentage of Tested Scoring 65–100	86%	98%	88%	0%	0%	#
Percentage of Tested Scoring 85–100	48%	67%	34%	0%	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		47	128		0	0
Number Scoring 55–100		45	111		0	0
Number Scoring 65–100		36	90		0	0
Number Scoring 85–100		5	19		0	0
Percentage of Tested Scoring 55–100		96%	87%		0%	0%
Percentage of Tested Scoring 65–100		77%	70%		0%	0%
Percentage of Tested Scoring 85–100		11%	15%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	39	32	28	0	0	0
Number Scoring 55–100	39	32	28	0	0	0
Number Scoring 65–100	39	32	28	0	0	0
Number Scoring 85–100	20	13	12	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	51%	41%	43%	0%	0%	0%
Comprehensive Italian						
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 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	61	81	75	0	0	0
Number Scoring 55–100	60	81	74	0	0	0
Number Scoring 65–100	60	81	74	0	0	0
Number Scoring 85–100	38	52	35	0	0	0
Percentage of Tested Scoring 55–100	98%	100%	99%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	100%	99%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	64%	47%	0%	0%	0%
Comprehensive Latin						
Number Tested	12	12	18	0	0	0
Number Scoring 55–100	12	9	18	0	0	0
Number Scoring 65–100	12	9	18	0	0	0
Number Scoring 85–100	4	5	9	0	0	0
Percentage of Tested Scoring 55–100	100%	75%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	75%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	42%	50%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	105	127	0	1	0	0
Number Scoring 55–100	84	111	0	#	0	0
Number Scoring 65–100	79	102	0	#	0	0
Number Scoring 85–100	32	32	0	#	0	0
Percentage of Tested Scoring 55–100	80%	87%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	75%	80%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	30%	25%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	96	85	85	0	0	0
Number Scoring 55–100	94	81	74	0	0	0
Number Scoring 65–100	89	76	69	0	0	0
Number Scoring 85–100	59	39	41	0	0	0
Percentage of Tested Scoring 55–100	98%	95%	87%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	89%	81%	0%	0%	0%
Percentage of Tested Scoring 85–100	61%	46%	48%	0%	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	50	100%	8	100%	38	82%
Students with Disabilities	5	60%	0	0%	3	#

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
Nov 2002	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
June 2003	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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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	134	134	134	2	2	2	136	136	136
Number Scoring 55–64	#	#	#	#	#	#	5	6	3
Number Scoring 65–84	#	#	#	#	#	#	53	54	75
Number Scoring 85–100	#	#	#	#	#	#	66	61	46
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)