

New York State School Report Card Comprehensive Information Report

BEDS Code: 03-05-01-04-0003

Grade Range : 7-12

Name: Harpursville Junior-Senior High School

Principal: Glenn R. Hamilton

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	125	105	94
Eighth	90	125	94
Ninth	99	92	127
Tenth	89	87	79
Eleventh	79	85	80
Twelfth	65	79	77
Ungraded Secondary	0	0	0
Total K-12 Enrollment	547	573	551

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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	3	0.5%	7	1.2%	7	1.3%
Hispanic	0	0.0%	2	0.3%	4	0.7%
White (Not Hispanic)	544	99.5%	564	98.4%	540	98.0%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	23	25	18
Mathematics Grade 8	19	20	15
Science Grade 8	0	26	18
Social Studies Grade 8	23	25	17
English Grade 10	16	18	0
Mathematics Grade 10	0	0	0
Science Grade 10	14	19	21
Social Studies Grade 10	22	19	18

(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
47	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 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	8	1.5%	3	0.5%	3	0.5%
Eligible for Free Lunch	190	34.7%	146	25.5%	157	28.5%

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		93.7%		94.3%		94.5%
Student Suspensions	66	11.9%	33	6.0%	33	5.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	19.0%	13.8%	15.4%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	97%	97%	95%

Staff Counts

Staff	2002–2003
Total Teachers	47
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	1

*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	52	22	42%	61	30	49%	62	34	55%
Students with Disabilities	6	0	0%	3	0	0%	6	0	0%
All Students	58	22	38%	64	30	47%	68	34	50%

*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	16	36	1	4	5	6
Percent	24%	53%	1%	6%	7%	9%

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	2	8

*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			4		10	
	Entered GED Program*			1		1	
	Total Noncompleters			5		11	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	25	7.5%	4	1.2%	11	3.0%
	Entered GED Program*	0	0.0%	1	0.3%	1	0.3%
	Total Noncompleters	25	7.5%	5	1.5%	12	3.3%

*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		98	160
	Number of Students with Disabilities		22	28
	Number of All Students		120	188
	Percent of Enrollment		52%	100%
9-12	Number of General-Education Students		264	299
	Number of Students with Disabilities		30	64
	Number of All Students		294	363
	Percent of Enrollment		86%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	24	88%	31	94%	26	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	43	70%	68	72%	62	84%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	0	0%	2	#

(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%	1	#
Science	1	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	4	#	0	0%
Science	3	#	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	4	#	1	#
U.S. Hist & Gov't	2	#	2	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	85	62	73	3	6	8
Number Scoring 55–100	85	61	69	#	6	5
Number Scoring 65–100	61	58	64	#	3	4
Number Scoring 85–100	7	28	33	#	0	1
Percentage of Tested Scoring 55–100	100%	98%	95%	#	100%	62%
Percentage of Tested Scoring 65–100	72%	94%	88%	#	50%	50%
Percentage of Tested Scoring 85–100	8%	45%	45%	#	0%	12%
Mathematics A						
Number Tested	17	27	86	4	9	6
Number Scoring 55–100	2	14	71	#	3	4
Number Scoring 65–100	1	9	66	#	3	4
Number Scoring 85–100	0	0	9	#	0	1
Percentage of Tested Scoring 55–100	12%	52%	83%	#	33%	67%
Percentage of Tested Scoring 65–100	6%	33%	77%	#	33%	67%
Percentage of Tested Scoring 85–100	0%	0%	10%	#	0%	17%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	94	69	76	10	8	4
Number Scoring 55–100	91	62	69	10	3	#
Number Scoring 65–100	77	53	60	6	1	#
Number Scoring 85–100	31	18	26	0	0	#
Percentage of Tested Scoring 55–100	97%	90%	91%	100%	38%	#
Percentage of Tested Scoring 65–100	82%	77%	79%	60%	12%	#
Percentage of Tested Scoring 85–100	33%	26%	34%	0%	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	76	60	72	4	5	7
Number Scoring 55–100	67	57	71	#	4	7
Number Scoring 65–100	59	47	67	#	1	6
Number Scoring 85–100	22	19	30	#	0	1
Percentage of Tested Scoring 55–100	88%	95%	99%	#	80%	100%
Percentage of Tested Scoring 65–100	78%	78%	93%	#	20%	86%
Percentage of Tested Scoring 85–100	29%	32%	42%	#	0%	14%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	146	77	107	15	3	11
Number Scoring 55–100	136	76	106	12	#	11
Number Scoring 65–100	118	68	93	4	#	9
Number Scoring 85–100	17	14	21	0	#	0
Percentage of Tested Scoring 55–100	93%	99%	99%	80%	#	100%
Percentage of Tested Scoring 65–100	81%	88%	87%	27%	#	82%
Percentage of Tested Scoring 85–100	12%	18%	20%	0%	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	12	53	61	2	7	0
Number Scoring 55–100	7	49	57	#	5	0
Number Scoring 65–100	5	42	53	#	2	0
Number Scoring 85–100	2	15	18	#	0	0
Percentage of Tested Scoring 55–100	58%	92%	93%	#	71%	0%
Percentage of Tested Scoring 65–100	42%	79%	87%	#	29%	0%
Percentage of Tested Scoring 85–100	17%	28%	30%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		21	35		0	0
Number Scoring 55–100		20	32		0	0
Number Scoring 65–100		17	21		0	0
Number Scoring 85–100		2	0		0	0
Percentage of Tested Scoring 55–100		95%	91%		0%	0%
Percentage of Tested Scoring 65–100		81%	60%		0%	0%
Percentage of Tested Scoring 85–100		10%	0%		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	0	6	23	0	0	0
Number Scoring 55–100	0	6	23	0	0	0
Number Scoring 65–100	0	6	22	0	0	0
Number Scoring 85–100	0	4	17	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	67%	74%	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	13	21	11	0	0	0
Number Scoring 55–100	13	21	10	0	0	0
Number Scoring 65–100	11	20	10	0	0	0
Number Scoring 85–100	6	13	4	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	91%	0%	0%	0%
Percentage of Tested Scoring 65–100	85%	95%	91%	0%	0%	0%
Percentage of Tested Scoring 85–100	46%	62%	36%	0%	0%	0%
Comprehensive Latin						
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
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	76	52	13	3	1	0
Number Scoring 55–100	51	32	8	#	#	0
Number Scoring 65–100	43	26	7	#	#	0
Number Scoring 85–100	10	4	0	#	#	0
Percentage of Tested Scoring 55–100	67%	62%	62%	#	#	0%
Percentage of Tested Scoring 65–100	57%	50%	54%	#	#	0%
Percentage of Tested Scoring 85–100	13%	8%	0%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	35	28	47	0	0	0
Number Scoring 55–100	27	25	38	0	0	0
Number Scoring 65–100	23	22	37	0	0	0
Number Scoring 85–100	2	5	13	0	0	0
Percentage of Tested Scoring 55–100	77%	89%	81%	0%	0%	0%
Percentage of Tested Scoring 65–100	66%	79%	79%	0%	0%	0%
Percentage of Tested Scoring 85–100	6%	18%	28%	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	34	100%	2	#	30	100%
Students with Disabilities	7	43%	0	0%	10	90%

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	80	0%	35%	56%	9%
	Students with Disabilities	13	15%	77%	8%	0%
	All Students	93	2%	41%	49%	8%

(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	69	69	69	8	8	8	77	77	77
Number Scoring 55–64	6	6	3	2	3	2	8	9	5
Number Scoring 65–84	27	32	43	4	2	4	31	34	47
Number Scoring 85–100	32	19	19	0	0	0	32	19	19
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)