

New York State School Report Card Comprehensive Information Report

BEDS Code: 41-15-01-06-0001
 Name: New Hartford Senior High School
 Principal: Vincent Condro

Grade Range : 10-12

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	0	0	0
Tenth	256	239	235
Eleventh	236	238	231
Twelfth	251	231	239
Ungraded Secondary	0	0	0
Total K-12 Enrollment	743	708	705

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	39	5.2%	30	4.2%	36	5.1%
Black (Not Hispanic)	7	0.9%	4	0.6%	7	1.0%
Hispanic	8	1.1%	8	1.1%	9	1.3%
White (Not Hispanic)	689	92.7%	666	94.1%	653	92.6%

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	22
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	21	18
Mathematics Grade 10	23	23	19
Science Grade 10	19	17	20
Social Studies Grade 10	23	23	19

(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
49	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 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	16	2.1%	14	2.0%	32	4.5%

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		97.3%		95.1%		96.2%
Student Suspensions	38	5.2%	42	5.7%	41	5.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.9%	1.1%	2.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	100%	99%

Staff Counts

Staff	2002–2003
Total Teachers	49
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	219	175	80%	199	161	81%	197	168	85%
Students with Disabilities	25	2	8%	23	5	22%	29	11	38%
All Students	244	177	73%	222	166	75%	226	179	79%

*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	146	65	0	0	12	3
Percent	65%	29%	0%	0%	5%	1%

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)
29	11	0	29

*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		2	
	Entered GED Program*			3		5	
	Total Noncompleters			11		7	
Students with Disabilities	Dropped Out			3		0	
	Entered GED Program*			0		0	
	Total Noncompleters			3		0	
All Students	Dropped Out	10	1.3%	11	1.6%	2	0.3%
	Entered GED Program*	8	1.1%	3	0.4%	5	0.7%
	Total Noncompleters	18	2.4%	14	2.0%	7	1.0%

*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	44
	Number of Students with Disabilities		0	6
	Number of All Students		0	50
	Percent of Enrollment		0%	7%

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%	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%

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	0	0%	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	0	0%	0	0%	0	0%
Science	3	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	4	#	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	#	1	#	9	100%
Science	1	#	1	#	4	#
Reading	1	#	3	#	2	#
Writing	1	#	3	#	6	83%
Global Studies	0	0%	2	#	6	67%
U.S. Hist & Gov't	3	#	2	#	6	83%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	240	234	232	26	27	29
Number Scoring 55–100	238	230	229	25	23	27
Number Scoring 65–100	234	221	222	23	18	23
Number Scoring 85–100	99	133	140	1	1	3
Percentage of Tested Scoring 55–100	99%	98%	99%	96%	85%	93%
Percentage of Tested Scoring 65–100	97%	94%	96%	88%	67%	79%
Percentage of Tested Scoring 85–100	41%	57%	60%	4%	4%	10%
Mathematics A						
Number Tested	0	4	69	0	1	26
Number Scoring 55–100	0	#	50	0	#	16
Number Scoring 65–100	0	#	42	0	#	13
Number Scoring 85–100	0	#	3	0	#	0
Percentage of Tested Scoring 55–100	0%	#	72%	0%	#	62%
Percentage of Tested Scoring 65–100	0%	#	61%	0%	#	50%
Percentage of Tested Scoring 85–100	0%	#	4%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	41	0	0	1
Number Scoring 55–100	0	0	40	0	0	#
Number Scoring 65–100	0	0	40	0	0	#
Number Scoring 85–100	0	0	21	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	98%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	51%	0%	0%	#
Global History and Geography						
Number Tested	248	239	234	31	30	31
Number Scoring 55–100	246	239	232	30	30	30
Number Scoring 65–100	237	234	223	27	28	26
Number Scoring 85–100	142	105	154	2	3	6
Percentage of Tested Scoring 55–100	99%	100%	99%	97%	100%	97%
Percentage of Tested Scoring 65–100	96%	98%	95%	87%	93%	84%
Percentage of Tested Scoring 85–100	57%	44%	66%	6%	10%	19%
U.S. History and Government (first administered June 2001)						
Number Tested	147	237	237	5	27	29
Number Scoring 55–100	145	234	237	5	27	29
Number Scoring 65–100	136	231	234	4	27	28
Number Scoring 85–100	98	161	172	0	8	11
Percentage of Tested Scoring 55–100	99%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	93%	97%	99%	80%	100%	97%
Percentage of Tested Scoring 85–100	67%	68%	73%	0%	30%	38%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	173	171	189	32	29	29
Number Scoring 55–100	172	171	188	31	29	29
Number Scoring 65–100	169	170	182	29	29	27
Number Scoring 85–100	31	46	60	1	1	4
Percentage of Tested Scoring 55–100	99%	100%	99%	97%	100%	100%
Percentage of Tested Scoring 65–100	98%	99%	96%	91%	100%	93%
Percentage of Tested Scoring 85–100	18%	27%	32%	3%	3%	14%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	0	2	2	0	0	0
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%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		185	150		11	11
Number Scoring 55–100		176	139		10	11
Number Scoring 65–100		151	114		6	9
Number Scoring 85–100		25	39		0	1
Percentage of Tested Scoring 55–100		95%	93%		91%	100%
Percentage of Tested Scoring 65–100		82%	76%		55%	82%
Percentage of Tested Scoring 85–100		14%	26%		0%	9%
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	37	42	44	0	0	1
Number Scoring 55–100	37	42	44	0	0	#
Number Scoring 65–100	37	42	44	0	0	#
Number Scoring 85–100	34	35	38	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	92%	83%	86%	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	10	16	15	1	1	2
Number Scoring 55–100	10	16	15	#	#	#
Number Scoring 65–100	10	16	15	#	#	#
Number Scoring 85–100	7	12	11	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	70%	75%	73%	#	#	#
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	119	97	105	3	4	1
Number Scoring 55–100	119	97	105	#	#	#
Number Scoring 65–100	119	97	105	#	#	#
Number Scoring 85–100	84	80	71	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	71%	82%	68%	#	#	#
Comprehensive Latin						
Number Tested	25	15	18	1	0	0
Number Scoring 55–100	25	15	17	#	0	0
Number Scoring 65–100	22	15	17	#	0	0
Number Scoring 85–100	14	10	8	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	94%	#	0%	0%
Percentage of Tested Scoring 65–100	88%	100%	94%	#	0%	0%
Percentage of Tested Scoring 85–100	56%	67%	44%	#	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	172	171	42	19	21	6
Number Scoring 55–100	160	148	27	15	16	2
Number Scoring 65–100	151	140	25	13	16	2
Number Scoring 85–100	71	65	2	2	1	0
Percentage of Tested Scoring 55–100	93%	87%	64%	79%	76%	33%
Percentage of Tested Scoring 65–100	88%	82%	60%	68%	76%	33%
Percentage of Tested Scoring 85–100	41%	38%	5%	11%	5%	0%
Sequential Mathematics, Course III						
Number Tested	197	193	116	6	11	15
Number Scoring 55–100	182	179	90	5	7	9
Number Scoring 65–100	167	172	86	4	6	9
Number Scoring 85–100	93	107	25	0	2	1
Percentage of Tested Scoring 55–100	92%	93%	78%	83%	64%	60%
Percentage of Tested Scoring 65–100	85%	89%	74%	67%	55%	60%
Percentage of Tested Scoring 85–100	47%	55%	22%	0%	18%	7%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	29	100%	24	100%	23	96%
Students with Disabilities	20	100%	20	100%	8	88%

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	208	208	208	28	28	28	236	236	236
Number Scoring 55–64	1	2	0	4	0	2	5	2	2
Number Scoring 65–84	71	49	82	21	20	22	92	69	104
Number Scoring 85–100	135	154	125	2	7	3	137	161	128
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)