New York State School Report Card
Comprehensive Information Report

BEDS Code: 48-04-01-04-0002 Grade Range : 7-12
Name: Haldane Junior-Senior High School
Principal: J Andy Irvin

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	70	75	79
Eighth	59	68	73
Ninth	57	65	73
Tenth	66	63	66
Eleventh	52	70	65
Twelfth	59	51	70
Ungraded Secondary	0	0	0
Total K-12 Enrollment	363	392	426

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	8	2.2%	7	1.8%	6	1.4%
Black (Not Hispanic)	1	0.3%	2	0.5%	5	1.2%
Hispanic	7	1.9%	10	2.6%	12	2.8%
White (Not Hispanic)	347	95.6%	373	95.2%	403	94.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	15	22	17
Mathematics Grade 8	29	22	20
Science Grade 8	20	22	18
Social Studies Grade 8	19	22	0
English Grade 10	21	21	21
Mathematics Grade 10	19	17	15
Science Grade 10	19	0	20
Social Studies Grade 10	16	20	21

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	1.7%	10	2.5%	7	1.6%
Eligible for Free Lunch	8	2.2%	9	2.3%	12	2.8%

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		96.3%		96.3%		97.6%
Student Suspensions	18	5.2%	8	2.2%	8	2.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.4%	0.8%	0.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	80%	90%	94%

Staff Counts

Staff	2002–2003
Total Teachers	38
Total Other Professional Staff	4
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	56	39	70%	48	48	100%	52	36	69%
Students with Disabilities	5	1	20%	0	0	0%	11	2	18%
All Students	61	40	66%	48	48	100%	63	38	60%

*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	47	11	0	0	5	0
Percent	75%	17%	0%	0%	8%	0%

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)
11	2	1	12

*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			3		0	
	Entered GED Program*			0		0	
	Total Noncompleters			3		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	3	1.3%	3	1.2%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	3	1.3%	3	1.2%	0	0.0%

*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		21	0
	Number of Students with Disabilities		0	0
	Number of All Students		21	0
	Percent of Enrollment		15%	0%
9–12	Number of General-Education Students		200	226
	Number of Students with Disabilities		0	48
	Number of All Students		200	274
	Percent of Enrollment		80%	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	12	100%	31	97%	34	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	37	92%	39	95%	38	100%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	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	7	100%	0	0%	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%	2	#	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	6	0%	0	0%
Writing	0	0%	6	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	4	#	5	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	0	0%	3	#
Science	4	#	0	0%	3	#
Reading	2	#	0	0%	1	#
Writing	3	#	0	0%	1	#
Global Studies	4	#	0	0%	5	100%
U.S. Hist & Gov't	3	#	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	65	68	51	7	0	6
Number Scoring 55–100	65	68	51	7	0	6
Number Scoring 65–100	61	65	46	5	0	4
Number Scoring 85–100	30	43	19	2	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	0%	100%
Percentage of Tested Scoring 65–100	94%	96%	90%	71%	0%	67%
Percentage of Tested Scoring 85–100	46%	63%	37%	29%	0%	0%
Mathematics A						
Number Tested	23	63	55	2	0	10
Number Scoring 55–100	20	54	43	#	0	7
Number Scoring 65–100	13	44	37	#	0	4
Number Scoring 85–100	4	13	13	#	0	1
Percentage of Tested Scoring 55–100	87%	86%	78%	#	0%	70%
Percentage of Tested Scoring 65–100	57%	70%	67%	#	0%	40%
Percentage of Tested Scoring 85–100	17%	21%	24%	#	0%	10%
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	62	0	60	11	0	9
Number Scoring 55–100	62	0	56	11	0	8
Number Scoring 65–100	60	0	48	10	0	5
Number Scoring 85–100	27	0	19	1	0	1
Percentage of Tested Scoring 55–100	100%	0%	93%	100%	0%	89%
Percentage of Tested Scoring 65–100	97%	0%	80%	91%	0%	56%
Percentage of Tested Scoring 85–100	44%	0%	32%	9%	0%	11%
U.S. History and Government (first administered June 2001)						
Number Tested	47	59	54	6	0	6
Number Scoring 55–100	44	59	54	6	0	6
Number Scoring 65–100	39	50	53	4	0	5
Number Scoring 85–100	16	14	20	1	0	0
Percentage of Tested Scoring 55–100	94%	100%	100%	100%	0%	100%
Percentage of Tested Scoring 65–100	83%	85%	98%	67%	0%	83%
Percentage of Tested Scoring 85–100	34%	24%	37%	17%	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	57	0	63	11	0	10
Number Scoring 55–100	57	0	62	11	0	9
Number Scoring 65–100	55	0	59	10	0	9
Number Scoring 85–100	26	0	18	1	0	0
Percentage of Tested Scoring 55–100	100%	0%	98%	100%	0%	90%
Percentage of Tested Scoring 65–100	96%	0%	94%	91%	0%	90%
Percentage of Tested Scoring 85–100	46%	0%	29%	9%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	62	47	56	10	0	3
Number Scoring 55–100	62	47	52	10	0	#
Number Scoring 65–100	61	45	46	10	0	#
Number Scoring 85–100	40	9	21	6	0	#
Percentage of Tested Scoring 55–100	100%	100%	93%	100%	0%	#
Percentage of Tested Scoring 65–100	98%	96%	82%	100%	0%	#
Percentage of Tested Scoring 85–100	65%	19%	38%	60%	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		41	72		0	2
Number Scoring 55–100		40	60		0	#
Number Scoring 65–100		34	48		0	#
Number Scoring 85–100		8	10		0	#
Percentage of Tested Scoring 55–100		98%	83%		0%	#
Percentage of Tested Scoring 65–100		83%	67%		0%	#
Percentage of Tested Scoring 85–100		20%	14%		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	7	9	12	0	0	0
Number Scoring 55–100	7	9	12	0	0	0
Number Scoring 65–100	7	9	12	0	0	0
Number Scoring 85–100	2	4	7	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	29%	44%	58%	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	43	39	26	3	0	0
Number Scoring 55–100	43	37	26	#	0	0
Number Scoring 65–100	42	33	25	#	0	0
Number Scoring 85–100	26	19	12	#	0	0
Percentage of Tested Scoring 55–100	100%	95%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	98%	85%	96%	#	0%	0%
Percentage of Tested Scoring 85–100	60%	49%	46%	#	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	47	7	0	5	0	0
Number Scoring 55–100	41	5	0	5	0	0
Number Scoring 65–100	38	5	0	3	0	0
Number Scoring 85–100	18	1	0	1	0	0
Percentage of Tested Scoring 55–100	87%	71%	0%	100%	0%	0%
Percentage of Tested Scoring 65–100	81%	71%	0%	60%	0%	0%
Percentage of Tested Scoring 85–100	38%	14%	0%	20%	0%	0%
Sequential Mathematics, Course III						
Number Tested	29	34	4	1	0	1
Number Scoring 55–100	28	30	#	#	0	#
Number Scoring 65–100	23	29	#	#	0	#
Number Scoring 85–100	14	17	#	#	0	#
Percentage of Tested Scoring 55–100	97%	88%	#	#	0%	#
Percentage of Tested Scoring 65–100	79%	85%	#	#	0%	#
Percentage of Tested Scoring 85–100	48%	50%	#	#	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	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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	60	0%	10%	68%	22%
	Students with Disabilities	7	0%	0%	86%	14%
	All Students	67	0%	9%	70%	21%

(Form – J)

New York State Alternate Assessments (NYSAA)
2002–2003

	Count of Students					
Test	**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	52	52	52	11	11	11	63	63	63
Number Scoring 55–64	1	4	1	1	3	0	2	7	1
Number Scoring 65–84	24	32	18	5	2	7	29	34	25
Number Scoring 85–100	25	14	33	0	0	0	25	14	33
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)