

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-04-05-06-0010
 Name: Half Hollow Hills High School East
 Principal: Al Kindelmann

Grade Range : 9-12

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	273	325	370
Tenth	310	284	338
Eleventh	284	315	290
Twelfth	314	289	316
Ungraded Secondary	49	47	37
Total K-12 Enrollment	1230	1260	1351

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	115	9.3%	114	9.0%	126	9.3%
Black (Not Hispanic)	147	12.0%	147	11.7%	173	12.8%
Hispanic	40	3.3%	34	2.7%	44	3.3%
White (Not Hispanic)	928	75.4%	965	76.6%	1008	74.6%

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	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	24	22	22
Mathematics Grade 10	28	25	21
Science Grade 10	21	22	24
Social Studies Grade 10	21	23	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	9	0.7%	6	0.5%	0	0.0%
Eligible for Free Lunch	54	4.4%	42	3.3%	40	3.0%

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		96.6%		96.7%		95.1%
Student Suspensions	88	6.9%	94	7.6%	83	6.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.8%	1.0%	1.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	100%	99%

Staff Counts

Staff	2002–2003
Total Teachers	96
Total Other Professional Staff	21
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	262	231	88%	245	215	88%	272	246	90%
Students with Disabilities	48	23	48%	46	15	33%	43	13	30%
All Students	310	254	82%	291	230	79%	315	259	82%

*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	250	36	3	2	24	0
Percent	79%	11%	1%	1%	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)
43	13	0	43

*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			6		3	
	Entered GED Program*			0		1	
	Total Noncompleters			6		4	
Students with Disabilities	Dropped Out			3		2	
	Entered GED Program*			0		0	
	Total Noncompleters			3		2	
All Students	Dropped Out	3	0.2%	9	0.7%	5	0.4%
	Entered GED Program*	0	0.0%	0	0.0%	1	0.1%
	Total Noncompleters	3	0.2%	9	0.7%	6	0.4%

*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		1260	0
	Number of Students with Disabilities		0	0
	Number of All Students		1260	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%	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	1	#	1	#	1	#
Science	6	83%	2	#	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	3	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	92%	13	92%	15	100%
Science	29	45%	14	50%	7	100%
Reading	13	92%	8	62%	7	86%
Writing	16	88%	10	100%	8	75%
Global Studies	0	0%	4	#	16	75%
U.S. Hist & Gov't	8	38%	3	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	304	318	294	53	46	34
Number Scoring 55–100	294	313	291	44	42	31
Number Scoring 65–100	282	309	288	33	40	30
Number Scoring 85–100	152	235	221	0	11	9
Percentage of Tested Scoring 55–100	97%	98%	99%	83%	91%	91%
Percentage of Tested Scoring 65–100	93%	97%	98%	62%	87%	88%
Percentage of Tested Scoring 85–100	50%	74%	75%	0%	24%	26%
Mathematics A						
Number Tested	0	0	386	0	0	62
Number Scoring 55–100	0	0	352	0	0	40
Number Scoring 65–100	0	0	338	0	0	35
Number Scoring 85–100	0	0	147	0	0	3
Percentage of Tested Scoring 55–100	0%	0%	91%	0%	0%	65%
Percentage of Tested Scoring 65–100	0%	0%	88%	0%	0%	56%
Percentage of Tested Scoring 85–100	0%	0%	38%	0%	0%	5%
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	317	297	356	49	35	54
Number Scoring 55–100	316	288	341	48	29	42
Number Scoring 65–100	307	269	330	41	19	37
Number Scoring 85–100	216	140	187	7	1	3
Percentage of Tested Scoring 55–100	100%	97%	96%	98%	83%	78%
Percentage of Tested Scoring 65–100	97%	91%	93%	84%	54%	69%
Percentage of Tested Scoring 85–100	68%	47%	53%	14%	3%	6%
U.S. History and Government (first administered June 2001)						
Number Tested	297	340	301	50	55	40
Number Scoring 55–100	285	333	298	43	52	39
Number Scoring 65–100	260	317	289	32	39	34
Number Scoring 85–100	169	195	176	8	7	5
Percentage of Tested Scoring 55–100	96%	98%	99%	86%	95%	97%
Percentage of Tested Scoring 65–100	88%	93%	96%	64%	71%	85%
Percentage of Tested Scoring 85–100	57%	57%	58%	16%	13%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	294	311	330	26	44	28
Number Scoring 55–100	294	308	328	26	41	26
Number Scoring 65–100	293	299	323	26	32	23
Number Scoring 85–100	170	190	213	2	5	3
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	93%	93%
Percentage of Tested Scoring 65–100	100%	96%	98%	100%	73%	82%
Percentage of Tested Scoring 85–100	58%	61%	65%	8%	11%	11%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	144	191	250	19	28	67
Number Scoring 55–100	133	184	232	17	25	53
Number Scoring 65–100	128	175	216	16	23	40
Number Scoring 85–100	43	77	88	2	5	5
Percentage of Tested Scoring 55–100	92%	96%	93%	89%	89%	79%
Percentage of Tested Scoring 65–100	89%	92%	86%	84%	82%	60%
Percentage of Tested Scoring 85–100	30%	40%	35%	11%	18%	7%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		263	269		16	10
Number Scoring 55–100		258	266		14	10
Number Scoring 65–100		238	249		12	8
Number Scoring 85–100		60	96		1	1
Percentage of Tested Scoring 55–100		98%	99%		88%	100%
Percentage of Tested Scoring 65–100		90%	93%		75%	80%
Percentage of Tested Scoring 85–100		23%	36%		6%	10%
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	47	67	55	0	0	1
Number Scoring 55–100	47	67	55	0	0	#
Number Scoring 65–100	47	67	55	0	0	#
Number Scoring 85–100	41	59	51	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	87%	88%	93%	0%	0%	#
Comprehensive Italian						
Number Tested	37	22	26	1	2	0
Number Scoring 55–100	37	21	26	#	#	0
Number Scoring 65–100	37	21	26	#	#	0
Number Scoring 85–100	26	14	21	#	#	0
Percentage of Tested Scoring 55–100	100%	95%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	95%	100%	#	#	0%
Percentage of Tested Scoring 85–100	70%	64%	81%	#	#	0%
Comprehensive German						
Number Tested	1	0	1	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%
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	135	154	135	6	1	2
Number Scoring 55–100	135	154	135	6	#	#
Number Scoring 65–100	135	154	135	6	#	#
Number Scoring 85–100	124	140	131	5	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	100%	#	#
Percentage of Tested Scoring 85–100	92%	91%	97%	83%	#	#
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	321	376	19	41	20	6
Number Scoring 55–100	297	366	12	30	18	5
Number Scoring 65–100	291	355	11	28	16	5
Number Scoring 85–100	197	268	2	5	4	1
Percentage of Tested Scoring 55–100	93%	97%	63%	73%	90%	83%
Percentage of Tested Scoring 65–100	91%	94%	58%	68%	80%	83%
Percentage of Tested Scoring 85–100	61%	71%	11%	12%	20%	17%
Sequential Mathematics, Course III						
Number Tested	253	149	224	17	17	7
Number Scoring 55–100	240	144	212	14	15	6
Number Scoring 65–100	232	137	211	14	14	6
Number Scoring 85–100	154	72	154	5	2	2
Percentage of Tested Scoring 55–100	95%	97%	95%	82%	88%	86%
Percentage of Tested Scoring 65–100	92%	92%	94%	82%	82%	86%
Percentage of Tested Scoring 85–100	61%	48%	69%	29%	12%	29%

(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%	11	100%	14	79%
Students with Disabilities	16	100%	11	100%	5	100%

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	262	262	262	44	44	44	306	306	306
Number Scoring 55–64	0	1	1	5	6	1	5	7	2
Number Scoring 65–84	58	77	75	32	30	29	90	107	104
Number Scoring 85–100	202	182	186	6	5	4	208	187	190
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – K)