

# New York State School Report Card Comprehensive Information Report

BEDS Code: 58-04-05-06-0016

Grade Range : 9-12

Name: Half Hollow Hills High School West

Principal: James Lofrese

## 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	267	298	312
Tenth	227	271	302
Eleventh	256	235	275
Twelfth	223	249	227
Ungraded Secondary	54	52	66
Total K-12 Enrollment	1027	1105	1182

## 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	127	12.4%	133	12.0%	146	12.4%
Black (Not Hispanic)	109	10.6%	109	9.9%	133	11.3%
Hispanic	43	4.2%	47	4.3%	65	5.5%
White (Not Hispanic)	748	72.8%	816	73.8%	838	70.9%

## 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	20	22	19
Mathematics Grade 10	23	23	21
Science Grade 10	21	23	21
Social Studies Grade 10	21	23	23

(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
54	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 higher 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	17	1.7%	15	1.4%	20	1.7%
Eligible for Free Lunch	34	3.3%	32	2.9%	50	4.2%

### 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		96.5%		95.1%		94.1%
Student Suspensions	54	5.7%	59	5.7%	65	5.9%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.8%	2.5%	1.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	98%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	89
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	217	170	78%	221	195	88%	198	177	89%
Students with Disabilities	15	0	0%	24	9	38%	34	11	32%
All Students	232	170	73%	245	204	83%	232	188	81%

\*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	186	36	0	1	9	0
Percent	80%	16%	0%	0%	4%	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)
34	11	1	35

\*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			0		1	
	Entered GED Program*			0		2	
	Total Noncompleters			0		3	
Students with Disabilities	Dropped Out			1		2	
	Entered GED Program*			0		0	
	Total Noncompleters			1		2	
All Students	Dropped Out	6	0.6%	1	0.1%	3	0.3%
	Entered GED Program*	0	0.0%	0	0.0%	2	0.2%
	Total Noncompleters	6	0.6%	1	0.1%	5	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		956	944
	Number of Students with Disabilities		149	172
	Number of All Students		1105	1116
	Percent of Enrollment		100%	94%

## 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	#	0	0%	0	0%
Science	2	#	2	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	5	40%	0	0%	0	0%
U.S. Hist & Gov't	5	40%	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	78%	18	78%	43	81%
Science	31	45%	14	79%	29	48%
Reading	3	#	10	80%	8	88%
Writing	12	58%	11	82%	7	86%
Global Studies	13	23%	10	50%	16	44%
U.S. Hist & Gov't	9	44%	6	83%	10	70%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	269	241	280	45	33	35
Number Scoring 55–100	261	235	273	38	29	29
Number Scoring 65–100	249	228	267	31	25	24
Number Scoring 85–100	150	185	203	4	7	4
Percentage of Tested Scoring 55–100	97%	98%	97%	84%	88%	83%
Percentage of Tested Scoring 65–100	93%	95%	95%	69%	76%	69%
Percentage of Tested Scoring 85–100	56%	77%	72%	9%	21%	11%
<b>Mathematics A</b>						
Number Tested	0	0	312	0	0	37
Number Scoring 55–100	0	0	282	0	0	20
Number Scoring 65–100	0	0	262	0	0	16
Number Scoring 85–100	0	0	117	0	0	1
Percentage of Tested Scoring 55–100	0%	0%	90%	0%	0%	54%
Percentage of Tested Scoring 65–100	0%	0%	84%	0%	0%	43%
Percentage of Tested Scoring 85–100	0%	0%	38%	0%	0%	3%
<b>Mathematics B (first administered June 2001)</b>						
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%
<b>Global History and Geography</b>						
Number Tested	247	280	297	42	35	36
Number Scoring 55–100	245	275	277	41	32	23
Number Scoring 65–100	239	270	257	36	28	20
Number Scoring 85–100	178	161	147	6	4	1
Percentage of Tested Scoring 55–100	99%	98%	93%	98%	91%	64%
Percentage of Tested Scoring 65–100	97%	96%	87%	86%	80%	56%
Percentage of Tested Scoring 85–100	72%	57%	49%	14%	11%	3%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	257	253	281	41	37	33
Number Scoring 55–100	235	249	276	25	34	30
Number Scoring 65–100	227	234	266	22	27	25
Number Scoring 85–100	165	149	170	5	4	7
Percentage of Tested Scoring 55–100	91%	98%	98%	61%	92%	91%
Percentage of Tested Scoring 65–100	88%	92%	95%	54%	73%	76%
Percentage of Tested Scoring 85–100	64%	59%	60%	12%	11%	21%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	230	273	267	13	33	20
Number Scoring 55–100	229	271	264	13	31	18
Number Scoring 65–100	229	268	261	13	28	15
Number Scoring 85–100	120	148	156	1	1	3
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	94%	90%
Percentage of Tested Scoring 65–100	100%	98%	98%	100%	85%	75%
Percentage of Tested Scoring 85–100	52%	54%	58%	8%	3%	15%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	136	177	201	28	23	49
Number Scoring 55–100	130	173	191	25	22	40
Number Scoring 65–100	114	163	180	21	19	35
Number Scoring 85–100	29	56	76	3	2	6
Percentage of Tested Scoring 55–100	96%	98%	95%	89%	96%	82%
Percentage of Tested Scoring 65–100	84%	92%	90%	75%	83%	71%
Percentage of Tested Scoring 85–100	21%	32%	38%	11%	9%	12%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		199	232		6	4
Number Scoring 55–100		197	228		5	#
Number Scoring 65–100		178	193		3	#
Number Scoring 85–100		49	71		0	#
Percentage of Tested Scoring 55–100		99%	98%		83%	#
Percentage of Tested Scoring 65–100		89%	83%		50%	#
Percentage of Tested Scoring 85–100		25%	31%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	18	6	18	1	0	0
Number Scoring 55–100	18	6	18	#	0	0
Number Scoring 65–100	18	6	18	#	0	0
Number Scoring 85–100	17	5	12	#	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	94%	83%	67%	#	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	22	50	39	0	1	0
Number Scoring 55–100	22	50	39	0	#	0
Number Scoring 65–100	21	50	38	0	#	0
Number Scoring 85–100	18	32	30	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	95%	100%	97%	0%	#	0%
Percentage of Tested Scoring 85–100	82%	64%	77%	0%	#	0%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	141	112	148	8	2	2
Number Scoring 55–100	141	112	148	8	#	#
Number Scoring 65–100	140	112	148	8	#	#
Number Scoring 85–100	118	94	118	4	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	#
Percentage of Tested Scoring 65–100	99%	100%	100%	100%	#	#
Percentage of Tested Scoring 85–100	84%	84%	80%	50%	#	#
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	276	282	32	27	27	7
Number Scoring 55–100	253	249	25	24	18	4
Number Scoring 65–100	232	237	17	11	15	2
Number Scoring 85–100	136	136	2	3	2	0
Percentage of Tested Scoring 55–100	92%	88%	78%	89%	67%	57%
Percentage of Tested Scoring 65–100	84%	84%	53%	41%	56%	29%
Percentage of Tested Scoring 85–100	49%	48%	6%	11%	7%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	215	221	234	11	10	6
Number Scoring 55–100	200	205	208	10	8	5
Number Scoring 65–100	187	194	197	6	7	5
Number Scoring 85–100	112	122	125	1	0	2
Percentage of Tested Scoring 55–100	93%	93%	89%	91%	80%	83%
Percentage of Tested Scoring 65–100	87%	88%	84%	55%	70%	83%
Percentage of Tested Scoring 85–100	52%	55%	53%	9%	0%	33%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	33	94%	25	100%	26	96%
Students with Disabilities	21	86%	9	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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	194	194	194	35	35	35	229	229	229
Number Scoring 55–64	0	2	3	5	4	2	5	6	5
Number Scoring 65–84	32	56	74	21	24	23	53	80	97
Number Scoring 85–100	162	136	116	6	4	0	168	140	116
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)