

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-04-06-06-0000

Name: Harborfields Central School District

Superintendent: Dr. Raymond A. Mc Cloat

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	237	210	247
First	262	271	250
Second	281	275	279
Third	270	286	292
Fourth	278	274	289
Fifth	285	270	292
Sixth	294	286	278
Ungraded Elementary	11	12	10
Seventh	257	298	291
Eighth	243	258	302
Ninth	196	248	254
Tenth	202	201	237
Eleventh	191	198	198
Twelfth	187	191	195
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3194	3278	3414

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	106	3.3%	123	3.8%	121	3.5%
Black (Not Hispanic)	207	6.5%	206	6.3%	218	6.4%
Hispanic	98	3.1%	108	3.3%	120	3.5%
White (Not Hispanic)	2783	87.1%	2841	86.7%	2955	86.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	16	21
Common Branch	20	22	23
English Grade 8	23	24	25
Mathematics Grade 8	24	23	23
Science Grade 8	24	26	23
Social Studies Grade 8	24	26	25
English Grade 10	21	22	23
Mathematics Grade 10	30	28	19
Science Grade 10	24	22	22
Social Studies Grade 10	21	20	19

(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
NA	NA

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	56	1.8%	59	1.8%	50	1.5%
Eligible for Free Lunch	130	4.4%	131	4.3%	78	2.5%

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		95.9%		96.1%		95.9%
Student Suspensions	101	3.3%	106	3.3%	109	3.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.8%	1.9%	1.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	236
Total Other Professional Staff	35
Total Paraprofessionals	66
Teaching Out of Certification*	6
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	159	138	87%	169	140	83%	163	145	89%
Students with Disabilities	20	6	30%	20	7	35%	34	11	32%
All Students	179	144	80%	189	147	78%	197	156	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	147	35	0	3	10	2
Percent	75%	18%	0%	2%	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)
34	11	3	37

*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			2		2	
	Entered GED Program*			2		1	
	Total Noncompleters			4		3	
Students with Disabilities	Dropped Out			3		1	
	Entered GED Program*			1		0	
	Total Noncompleters			4		1	
All Students	Dropped Out	1	0.1%	5	0.6%	3	0.3%
	Entered GED Program*	1	0.1%	3	0.4%	1	0.1%
	Total Noncompleters	2	0.3%	8	1.0%	4	0.5%

*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		619	600
	Number of Students with Disabilities		105	100
	Number of All Students		724	700
	Percent of Enrollment		86%	79%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	31	100%	28	96%	48	100%
German	17	100%	12	100%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	156	100%	154	97%	187	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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%	8	88%	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	8	100%	0	0%	1	#
Science	25	60%	23	78%	2	#
Reading	1	#	0	0%	1	#
Writing	2	#	0	0%	1	#
Global Studies	4	#	0	0%	1	#
U.S. Hist & Gov't	6	67%	1	#	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	100%	8	88%	6	83%
Science	26	73%	23	74%	3	#
Reading	3	#	3	#	9	100%
Writing	6	83%	3	#	7	100%
Global Studies	8	75%	0	0%	7	86%
U.S. Hist & Gov't	3	#	4	#	7	29%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	206	203	197	24	33	30
Number Scoring 55–100	205	199	190	24	30	26
Number Scoring 65–100	189	185	184	14	23	21
Number Scoring 85–100	77	121	117	2	5	3
Percentage of Tested Scoring 55–100	100%	98%	96%	100%	91%	87%
Percentage of Tested Scoring 65–100	92%	91%	93%	58%	70%	70%
Percentage of Tested Scoring 85–100	37%	60%	59%	8%	15%	10%
Mathematics A						
Number Tested	0	175	205	0	16	17
Number Scoring 55–100	0	168	192	0	11	13
Number Scoring 65–100	0	161	179	0	11	10
Number Scoring 85–100	0	110	72	0	2	2
Percentage of Tested Scoring 55–100	0%	96%	94%	0%	69%	76%
Percentage of Tested Scoring 65–100	0%	92%	87%	0%	69%	59%
Percentage of Tested Scoring 85–100	0%	63%	35%	0%	12%	12%
Mathematics B (first administered June 2001)						
Number Tested	0	0	113	0	0	2
Number Scoring 55–100	0	0	107	0	0	#
Number Scoring 65–100	0	0	101	0	0	#
Number Scoring 85–100	0	0	36	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	95%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	89%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	32%	0%	0%	#
Global History and Geography						
Number Tested	205	195	238	35	29	28
Number Scoring 55–100	201	193	232	32	27	26
Number Scoring 65–100	195	187	219	29	25	21
Number Scoring 85–100	105	109	130	6	8	2
Percentage of Tested Scoring 55–100	98%	99%	97%	91%	93%	93%
Percentage of Tested Scoring 65–100	95%	96%	92%	83%	86%	75%
Percentage of Tested Scoring 85–100	51%	56%	55%	17%	28%	7%
U.S. History and Government (first administered June 2001)						
Number Tested	189	215	194	22	35	30
Number Scoring 55–100	181	207	185	20	30	23
Number Scoring 65–100	173	198	179	17	25	22
Number Scoring 85–100	92	98	129	3	9	9
Percentage of Tested Scoring 55–100	96%	96%	95%	91%	86%	77%
Percentage of Tested Scoring 65–100	92%	92%	92%	77%	71%	73%
Percentage of Tested Scoring 85–100	49%	46%	66%	14%	26%	30%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	201	207	235	21	29	27
Number Scoring 55–100	200	207	235	21	29	27
Number Scoring 65–100	199	203	228	21	27	24
Number Scoring 85–100	86	111	109	5	4	4
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	98%	97%	100%	93%	89%
Percentage of Tested Scoring 85–100	43%	54%	46%	24%	14%	15%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	190	179	233	23	11	22
Number Scoring 55–100	186	177	226	21	10	20
Number Scoring 65–100	182	174	222	20	10	17
Number Scoring 85–100	115	128	153	6	5	2
Percentage of Tested Scoring 55–100	98%	99%	97%	91%	91%	91%
Percentage of Tested Scoring 65–100	96%	97%	95%	87%	91%	77%
Percentage of Tested Scoring 85–100	61%	72%	66%	26%	45%	9%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		162	135		6	7
Number Scoring 55–100		159	134		5	7
Number Scoring 65–100		138	111		4	2
Number Scoring 85–100		29	45		0	0
Percentage of Tested Scoring 55–100		98%	99%		83%	100%
Percentage of Tested Scoring 65–100		85%	82%		67%	29%
Percentage of Tested Scoring 85–100		18%	33%		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	25	29	34	0	0	0
Number Scoring 55–100	25	29	33	0	0	0
Number Scoring 65–100	25	29	33	0	0	0
Number Scoring 85–100	22	19	25	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	88%	66%	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	16	16	14	0	0	0
Number Scoring 55–100	16	15	14	0	0	0
Number Scoring 65–100	15	14	14	0	0	0
Number Scoring 85–100	10	5	9	0	0	0
Percentage of Tested Scoring 55–100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	88%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	31%	64%	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	119	106	148	5	6	4
Number Scoring 55–100	119	106	145	5	6	#
Number Scoring 65–100	117	101	144	5	6	#
Number Scoring 85–100	83	49	91	4	3	#
Percentage of Tested Scoring 55–100	100%	100%	98%	100%	100%	#
Percentage of Tested Scoring 65–100	98%	95%	97%	100%	100%	#
Percentage of Tested Scoring 85–100	70%	46%	61%	80%	50%	#
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	203	11	1	17	2	1
Number Scoring 55–100	188	9	#	11	#	#
Number Scoring 65–100	180	6	#	9	#	#
Number Scoring 85–100	111	0	#	3	#	#
Percentage of Tested Scoring 55–100	93%	82%	#	65%	#	#
Percentage of Tested Scoring 65–100	89%	55%	#	53%	#	#
Percentage of Tested Scoring 85–100	55%	0%	#	18%	#	#
Sequential Mathematics, Course III						
Number Tested	170	170	13	5	6	0
Number Scoring 55–100	167	160	11	5	5	0
Number Scoring 65–100	162	152	10	5	5	0
Number Scoring 85–100	101	91	1	2	0	0
Percentage of Tested Scoring 55–100	98%	94%	85%	100%	83%	0%
Percentage of Tested Scoring 65–100	95%	89%	77%	100%	83%	0%
Percentage of Tested Scoring 85–100	59%	54%	8%	40%	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	91	100%	3	#	38	95%
Students with Disabilities	15	93%	2	#	13	54%

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	272	0%	3%	58%	39%
	Students with Disabilities	21	10%	10%	62%	19%
	All Students	293	1%	4%	58%	38%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	271	0%	14%	67%	18%
	Students with Disabilities	32	9%	56%	31%	3%
	All Students	303	1%	19%	63%	17%

(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	2	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	165	165	165	38	38	38	203	203	203
Number Scoring 55–64	1	3	1	1	6	1	2	9	2
Number Scoring 65–84	63	75	63	27	15	26	90	90	89
Number Scoring 85–100	97	83	99	7	9	7	104	92	106
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)