

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-02-02-03-0003
 Name: Croton-Harmon Senior High School
 Principal: Joel Adelberg

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	89	88	105
Tenth	101	90	90
Eleventh	81	100	95
Twelfth	84	78	95
Ungraded Secondary	0	0	0
Total K-12 Enrollment	355	356	385

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	18	5.1%	14	3.9%	9	2.3%
Black (Not Hispanic)	12	3.4%	12	3.4%	17	4.4%
Hispanic	16	4.5%	14	3.9%	21	5.5%
White (Not Hispanic)	309	87.0%	316	88.8%	338	87.8%

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	17	17	22
Mathematics Grade 10	12	15	0
Science Grade 10	13	18	19
Social Studies Grade 10	17	0	22

(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	5	1.4%	5	1.4%	6	1.6%
Eligible for Free Lunch	0	0.0%	0	0.0%	0	0.0%

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		97.4%		94.6%		96.4%
Student Suspensions	21	5.9%	20	5.6%	15	4.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	99%	99%

Staff Counts

Staff	2002–2003
Total Teachers	33
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	8
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	64	56	88%	64	48	75%	3	3	100%
Students with Disabilities	15	1	7%	9	0	0%	2	1	50%
All Students	79	57	72%	73	48	66%	5	4	80%

*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	5	0	0	0	0	0
Percent	100%	0%	0%	0%	0%	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)
2	1	0	2

*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			20		3	
	Entered GED Program*			1		0	
	Total Noncompleters			21		3	
Students with Disabilities	Dropped Out			2		0	
	Entered GED Program*			0		1	
	Total Noncompleters			2		1	
All Students	Dropped Out	1	0.3%	22	6.2%	3	0.8%
	Entered GED Program*	0	0.0%	1	0.3%	1	0.3%
	Total Noncompleters	1	0.3%	23	6.5%	4	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		79	80
	Number of Students with Disabilities		11	15
	Number of All Students		90	95
	Percent of Enrollment		25%	25%

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%	2	#
Science	1	#	0	0%	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	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
Mathematics	5	100%	0	0%	6	100%
Science	4	#	0	0%	2	#
Reading	4	#	0	0%	5	100%
Writing	5	80%	0	0%	5	100%
Global Studies	2	#	0	0%	5	40%
U.S. Hist & Gov't	4	#	0	0%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	79	89	86	13	7	12
Number Scoring 55–100	78	85	83	13	4	9
Number Scoring 65–100	77	80	81	12	3	7
Number Scoring 85–100	35	57	54	1	0	0
Percentage of Tested Scoring 55–100	99%	96%	97%	100%	57%	75%
Percentage of Tested Scoring 65–100	97%	90%	94%	92%	43%	58%
Percentage of Tested Scoring 85–100	44%	64%	63%	8%	0%	0%
Mathematics A						
Number Tested	101	15	104	21	5	13
Number Scoring 55–100	92	5	95	17	1	9
Number Scoring 65–100	86	3	84	15	0	7
Number Scoring 85–100	52	0	45	5	0	3
Percentage of Tested Scoring 55–100	91%	33%	91%	81%	20%	69%
Percentage of Tested Scoring 65–100	85%	20%	81%	71%	0%	54%
Percentage of Tested Scoring 85–100	51%	0%	43%	24%	0%	23%
Mathematics B (first administered June 2001)						
Number Tested	0	0	48	0	0	1
Number Scoring 55–100	0	0	47	0	0	#
Number Scoring 65–100	0	0	43	0	0	#
Number Scoring 85–100	0	0	18	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	90%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	38%	0%	0%	#
Global History and Geography						
Number Tested	99	89	87	22	14	9
Number Scoring 55–100	97	85	84	21	11	9
Number Scoring 65–100	94	82	83	18	10	9
Number Scoring 85–100	63	44	50	7	0	5
Percentage of Tested Scoring 55–100	98%	96%	97%	95%	79%	100%
Percentage of Tested Scoring 65–100	95%	92%	95%	82%	71%	100%
Percentage of Tested Scoring 85–100	64%	49%	57%	32%	0%	56%
U.S. History and Government (first administered June 2001)						
Number Tested	78	51	87	10	7	12
Number Scoring 55–100	74	47	85	7	4	10
Number Scoring 65–100	73	43	85	7	3	10
Number Scoring 85–100	44	5	55	1	0	3
Percentage of Tested Scoring 55–100	95%	92%	98%	70%	57%	83%
Percentage of Tested Scoring 65–100	94%	84%	98%	70%	43%	83%
Percentage of Tested Scoring 85–100	56%	10%	63%	10%	0%	25%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	89	74	84	11	14	9
Number Scoring 55–100	89	74	83	11	14	9
Number Scoring 65–100	89	74	83	11	14	9
Number Scoring 85–100	46	26	48	2	0	7
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 85–100	52%	35%	57%	18%	0%	78%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	78	81	99	15	7	9
Number Scoring 55–100	74	78	94	11	6	8
Number Scoring 65–100	71	75	91	9	6	7
Number Scoring 85–100	44	35	45	3	2	1
Percentage of Tested Scoring 55–100	95%	96%	95%	73%	86%	89%
Percentage of Tested Scoring 65–100	91%	93%	92%	60%	86%	78%
Percentage of Tested Scoring 85–100	56%	43%	45%	20%	29%	11%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		79	81		4	7
Number Scoring 55–100		74	74		#	5
Number Scoring 65–100		58	61		#	4
Number Scoring 85–100		18	19		#	0
Percentage of Tested Scoring 55–100		94%	91%		#	71%
Percentage of Tested Scoring 65–100		73%	75%		#	57%
Percentage of Tested Scoring 85–100		23%	23%		#	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	34	20	20	1	0	2
Number Scoring 55–100	34	20	20	#	0	#
Number Scoring 65–100	34	20	20	#	0	#
Number Scoring 85–100	26	18	19	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	76%	90%	95%	#	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	136	45	64	5	2	5
Number Scoring 55–100	136	45	64	5	#	5
Number Scoring 65–100	136	44	63	5	#	4
Number Scoring 85–100	132	33	47	4	#	3
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	100%	98%	98%	100%	#	80%
Percentage of Tested Scoring 85–100	97%	73%	73%	80%	#	60%
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	0	87	0	0	9	0
Number Scoring 55–100	0	85	0	0	8	0
Number Scoring 65–100	0	82	0	0	6	0
Number Scoring 85–100	0	31	0	0	0	0
Percentage of Tested Scoring 55–100	0%	98%	0%	0%	89%	0%
Percentage of Tested Scoring 65–100	0%	94%	0%	0%	67%	0%
Percentage of Tested Scoring 85–100	0%	36%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	69	65	84	4	1	5
Number Scoring 55–100	60	57	70	#	#	5
Number Scoring 65–100	55	55	66	#	#	5
Number Scoring 85–100	31	39	24	#	#	2
Percentage of Tested Scoring 55–100	87%	88%	83%	#	#	100%
Percentage of Tested Scoring 65–100	80%	85%	79%	#	#	100%
Percentage of Tested Scoring 85–100	45%	60%	29%	#	#	40%

(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%	2	#
Students with Disabilities	4	#	0	0%	5	80%

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	80	80	80	11	11	11	91	91	91
Number Scoring 55–64	0	1	0	1	2	0	1	3	0
Number Scoring 65–84	20	41	27	6	7	9	26	48	36
Number Scoring 85–100	60	37	53	3	0	1	63	37	54
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)