

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-05-01-06-0000

Name: Harrison Central School District

Superintendent: Louis N. Wool

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	301	284	304
First	288	292	283
Second	312	289	282
Third	286	301	284
Fourth	297	285	293
Fifth	296	283	278
Sixth	295	273	264
Ungraded Elementary	0	0	0
Seventh	259	271	266
Eighth	202	250	267
Ninth	208	191	227
Tenth	229	189	202
Eleventh	196	214	185
Twelfth	141	182	202
Ungraded Secondary	8	6	23
Total K-12 Enrollment	3318	3310	3360

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	265	8.0%	290	8.8%	288	8.6%
Black (Not Hispanic)	24	0.7%	24	0.7%	27	0.8%
Hispanic	306	9.2%	291	8.8%	306	9.1%
White (Not Hispanic)	2723	82.1%	2705	81.7%	2739	81.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	18	20
Common Branch	20	20	19
English Grade 8	17	19	21
Mathematics Grade 8	20	20	19
Science Grade 8	20	20	21
Social Studies Grade 8	20	19	21
English Grade 10	22	23	21
Mathematics Grade 10	15	13	14
Science Grade 10	17	14	10
Social Studies Grade 10	19	22	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	173	5.2%	176	5.3%	193	5.7%
Eligible for Free Lunch	107	3.2%	89	2.7%	124	3.7%

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		95.6%		94.2%		95.0%
Student Suspensions	60	1.8%	106	3.2%	81	2.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.6%	2.3%	2.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	319
Total Other Professional Staff	46
Total Paraprofessionals	115
Teaching Out of Certification*	14
Teachers with Temporary Licenses	4

*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	118	90	76%	144	144	100%	181	135	75%
Students with Disabilities	14	1	7%	19	19	100%	31	6	19%
All Students	132	91	69%	163	163	100%	212	141	67%

*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	153	33	0	0	3	23
Percent	72%	16%	0%	0%	1%	11%

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)
31	6	1	32

*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*			3		6	
	Total Noncompleters			5		8	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			1		1	
	Total Noncompleters			1		2	
All Students	Dropped Out	16	2.0%	2	0.3%	3	0.4%
	Entered GED Program*	12	1.5%	4	0.5%	7	0.8%
	Total Noncompleters	28	3.6%	6	0.8%	10	1.2%

*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		180	0
	Number of Students with Disabilities		20	0
	Number of All Students		200	0
	Percent of Enrollment		26%	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	18	100%	0	0%	37	100%
German	0	0%	0	0%	0	0%
Italian	54	100%	1	#	106	100%
Latin	0	0%	0	0%	15	93%
Spanish	92	98%	0	0%	102	99%

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	9	78%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	16	94%	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%	2	#	0	0%
Science	0	0%	1	#	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	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	0	0%	22	73%	0	0%
Science	0	0%	6	33%	0	0%
Reading	0	0%	3	#	0	0%
Writing	0	0%	3	#	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	172	200	180	16	22	26
Number Scoring 55–100	168	191	161	16	17	16
Number Scoring 65–100	159	180	152	16	15	14
Number Scoring 85–100	83	105	82	9	4	3
Percentage of Tested Scoring 55–100	98%	95%	89%	100%	77%	62%
Percentage of Tested Scoring 65–100	92%	90%	84%	100%	68%	54%
Percentage of Tested Scoring 85–100	48%	53%	46%	56%	18%	12%
Mathematics A						
Number Tested	34	70	243	4	20	32
Number Scoring 55–100	33	44	225	#	9	25
Number Scoring 65–100	32	26	213	#	6	23
Number Scoring 85–100	14	3	89	#	0	6
Percentage of Tested Scoring 55–100	97%	63%	93%	#	45%	78%
Percentage of Tested Scoring 65–100	94%	37%	88%	#	30%	72%
Percentage of Tested Scoring 85–100	41%	4%	37%	#	0%	19%
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	205	171	198	21	25	21
Number Scoring 55–100	198	169	191	18	24	20
Number Scoring 65–100	188	159	186	17	17	18
Number Scoring 85–100	83	83	104	8	4	3
Percentage of Tested Scoring 55–100	97%	99%	96%	86%	96%	95%
Percentage of Tested Scoring 65–100	92%	93%	94%	81%	68%	86%
Percentage of Tested Scoring 85–100	40%	49%	53%	38%	16%	14%
U.S. History and Government (first administered June 2001)						
Number Tested	176	196	181	15	20	26
Number Scoring 55–100	170	195	180	15	19	26
Number Scoring 65–100	164	183	172	15	15	21
Number Scoring 85–100	88	80	107	9	3	4
Percentage of Tested Scoring 55–100	97%	99%	99%	100%	95%	100%
Percentage of Tested Scoring 65–100	93%	93%	95%	100%	75%	81%
Percentage of Tested Scoring 85–100	50%	41%	59%	60%	15%	15%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	204	168	191	23	9	18
Number Scoring 55–100	197	168	191	23	9	18
Number Scoring 65–100	190	168	185	20	9	15
Number Scoring 85–100	90	79	92	9	0	2
Percentage of Tested Scoring 55–100	97%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	93%	100%	97%	87%	100%	83%
Percentage of Tested Scoring 85–100	44%	47%	48%	39%	0%	11%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	175	138	200	9	20	22
Number Scoring 55–100	172	133	192	9	18	16
Number Scoring 65–100	165	122	181	9	12	10
Number Scoring 85–100	90	21	105	4	0	1
Percentage of Tested Scoring 55–100	98%	96%	96%	100%	90%	73%
Percentage of Tested Scoring 65–100	94%	88%	91%	100%	60%	45%
Percentage of Tested Scoring 85–100	51%	15%	53%	44%	0%	5%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		143	151		9	3
Number Scoring 55–100		135	145		8	#
Number Scoring 65–100		106	120		5	#
Number Scoring 85–100		30	26		1	#
Percentage of Tested Scoring 55–100		94%	96%		89%	#
Percentage of Tested Scoring 65–100		74%	79%		56%	#
Percentage of Tested Scoring 85–100		21%	17%		11%	#
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	27	23	15	0	1	0
Number Scoring 55–100	26	23	15	0	#	0
Number Scoring 65–100	26	23	15	0	#	0
Number Scoring 85–100	14	15	14	0	#	0
Percentage of Tested Scoring 55–100	96%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	96%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	52%	65%	93%	0%	#	0%
Comprehensive Italian						
Number Tested	58	56	43	1	2	1
Number Scoring 55–100	52	56	43	#	#	#
Number Scoring 65–100	51	56	43	#	#	#
Number Scoring 85–100	27	42	30	#	#	#
Percentage of Tested Scoring 55–100	90%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	88%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	47%	75%	70%	#	#	#
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	66	74	82	2	2	2
Number Scoring 55–100	63	74	81	#	#	#
Number Scoring 65–100	62	74	80	#	#	#
Number Scoring 85–100	27	55	41	#	#	#
Percentage of Tested Scoring 55–100	95%	100%	99%	#	#	#
Percentage of Tested Scoring 65–100	94%	100%	98%	#	#	#
Percentage of Tested Scoring 85–100	41%	74%	50%	#	#	#
Comprehensive Latin						
Number Tested	0	3	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	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	164	130	6	3	4	0
Number Scoring 55–100	159	116	5	#	#	0
Number Scoring 65–100	152	112	5	#	#	0
Number Scoring 85–100	63	66	1	#	#	0
Percentage of Tested Scoring 55–100	97%	89%	83%	#	#	0%
Percentage of Tested Scoring 65–100	93%	86%	83%	#	#	0%
Percentage of Tested Scoring 85–100	38%	51%	17%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	143	147	125	4	4	5
Number Scoring 55–100	137	136	116	#	#	5
Number Scoring 65–100	128	131	112	#	#	5
Number Scoring 85–100	64	70	49	#	#	1
Percentage of Tested Scoring 55–100	96%	93%	93%	#	#	100%
Percentage of Tested Scoring 65–100	90%	89%	90%	#	#	100%
Percentage of Tested Scoring 85–100	45%	48%	39%	#	#	20%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	2	#	30	100%	41	100%
Students with Disabilities	1	#	4	#	2	#

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	233	0%	2%	46%	52%
	Students with Disabilities	29	7%	24%	62%	7%
	All Students	262	1%	4%	48%	47%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	229	0%	8%	57%	35%
	Students with Disabilities	33	0%	48%	52%	0%
	All Students	262	0%	13%	56%	31%

(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	1	0	#	#	#	#
Middle Level						
Social Studies	1	1	#	#	#	#
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	177	177	177	28	28	28	205	205	205
Number Scoring 55–64	0	8	1	1	5	5	1	13	6
Number Scoring 65–84	64	87	97	18	16	15	82	103	112
Number Scoring 85–100	108	78	76	5	4	4	113	82	80
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)