

New York State School Report Card Comprehensive Information Report

BEDS Code: 03-05-01-04-0003
 Name: Harpursville Junior-Senior High School
 Principal: Glenn R. Hamilton

Grade Range : 7-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	105	94	92
Eighth	125	94	89
Ninth	92	127	105
Tenth	87	79	122
Eleventh	85	80	66
Twelfth	79	77	73
Ungraded Secondary	0	0	0
Total K-12 Enrollment	573	551	547

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	7	1.2%	7	1.3%	3	0.5%
Hispanic	2	0.3%	4	0.7%	2	0.4%
White (Not Hispanic)	564	98.4%	540	98.0%	542	99.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	25	18	17
Mathematics Grade 8	20	15	14
Science Grade 8	26	18	21
Social Studies Grade 8	25	17	18
English Grade 10	18	0	20
Mathematics Grade 10	0	0	21
Science Grade 10	19	21	24
Social Studies Grade 10	19	18	21

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.5%	3	0.5%	3	0.6%
Eligible for Free Lunch	146	25.5%	157	28.5%	154	28.2%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.3%		94.5%		94.4%
Student Suspensions	33	6.0%	33	5.8%	26	4.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	13.8%	15.4%	13.7%
Public Assistance	11-20%	11-20%	21-30%
Student Stability	97%	95%	100%

Staff Counts

Staff	2003-04
Total Teachers	46
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	61	30	49%	62	34	55%	59	30	51%
Students with Disabilities	3	0	0%	6	0	0%	8	0	0%
All Students	64	30	47%	68	34	50%	67	30	45%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	16	29	1	5	14	2
Percent	24%	43%	1%	7%	21%	3%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
8	0	5	13

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	4		10		4	1.3%
	Entered GED Program*	1		1		2	0.6%
	Total Noncompleters	5		11		6	1.9%
Students with Disabilities	Dropped Out	0		1		1	1.9%
	Entered GED Program*	0		0		1	1.9%
	Total Noncompleters	0		1		2	3.8%
All Students	Dropped Out	4	1.2%	11	3.0%	5	1.4%
	Entered GED Program*	1	0.3%	1	0.3%	3	0.8%
	Total Noncompleters	5	1.5%	12	3.3%	8	2.2%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	98	160	112
	Number of Students with Disabilities	22	28	13
	Number of All Students	120	188	125
	Percent of Enrollment	52%	100%	69%
9-12	Number of General-Education Students	264	299	192
	Number of Students with Disabilities	30	64	49
	Number of All Students	294	363	241
	Percent of Enrollment	86%	100%	66%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	31	94%	26	96%	23	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	68	72%	62	84%	49	84%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	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%	2	#	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	4	#	1	#	2	#
U.S. Hist & Gov't	2	#	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	62	73	59	6	8	2
Number Scoring 55-100	61	69	58	6	5	#
Number Scoring 65-100	58	64	51	3	4	#
Number Scoring 85-100	28	33	23	0	1	#
Percentage of Tested Scoring 55-100	98%	95%	98%	100%	62%	#
Percentage of Tested Scoring 65-100	94%	88%	86%	50%	50%	#
Percentage of Tested Scoring 85-100	45%	45%	39%	0%	12%	#
Mathematics A						
Number Tested	27	86	120	9	6	10
Number Scoring 55-100	14	71	120	3	4	10
Number Scoring 65-100	9	66	118	3	4	9
Number Scoring 85-100	0	9	33	0	1	1
Percentage of Tested Scoring 55-100	52%	83%	100%	33%	67%	100%
Percentage of Tested Scoring 65-100	33%	77%	98%	33%	67%	90%
Percentage of Tested Scoring 85-100	0%	10%	28%	0%	17%	10%
Mathematics B						
Number Tested	0	0	42	0	0	1
Number Scoring 55-100	0	0	35	0	0	#
Number Scoring 65-100	0	0	23	0	0	#
Number Scoring 85-100	0	0	4	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	83%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	55%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	10%	0%	0%	#
Global History and Geography						
Number Tested	69	76	114	8	4	11
Number Scoring 55-100	62	69	106	3	#	10
Number Scoring 65-100	53	60	91	1	#	5
Number Scoring 85-100	18	26	47	0	#	0
Percentage of Tested Scoring 55-100	90%	91%	93%	38%	#	91%
Percentage of Tested Scoring 65-100	77%	79%	80%	12%	#	45%
Percentage of Tested Scoring 85-100	26%	34%	41%	0%	#	0%
U.S. History and Government						
Number Tested	60	72	59	5	7	4
Number Scoring 55-100	57	71	57	4	7	#
Number Scoring 65-100	47	67	52	1	6	#
Number Scoring 85-100	19	30	32	0	1	#
Percentage of Tested Scoring 55-100	95%	99%	97%	80%	100%	#
Percentage of Tested Scoring 65-100	78%	93%	88%	20%	86%	#
Percentage of Tested Scoring 85-100	32%	42%	54%	0%	14%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	77	107	92	3	11	5
Number Scoring 55-100	76	106	87	#	11	4
Number Scoring 65-100	68	93	79	#	9	1
Number Scoring 85-100	14	21	12	#	0	0
Percentage of Tested Scoring 55-100	99%	99%	95%	#	100%	80%
Percentage of Tested Scoring 65-100	88%	87%	86%	#	82%	20%
Percentage of Tested Scoring 85-100	18%	20%	13%	#	0%	0%
Physical Setting/Earth Science						
Number Tested	53	61	99	7	0	9
Number Scoring 55-100	49	57	95	5	0	7
Number Scoring 65-100	42	53	92	2	0	7
Number Scoring 85-100	15	18	45	0	0	1
Percentage of Tested Scoring 55-100	92%	93%	96%	71%	0%	78%
Percentage of Tested Scoring 65-100	79%	87%	93%	29%	0%	78%
Percentage of Tested Scoring 85-100	28%	30%	45%	0%	0%	11%
Physical Setting/Chemistry						
Number Tested	21	35	33	0	0	0
Number Scoring 55-100	20	32	29	0	0	0
Number Scoring 65-100	17	21	22	0	0	0
Number Scoring 85-100	2	0	6	0	0	0
Percentage of Tested Scoring 55-100	95%	91%	88%	0%	0%	0%
Percentage of Tested Scoring 65-100	81%	60%	67%	0%	0%	0%
Percentage of Tested Scoring 85-100	10%	0%	18%	0%	0%	0%
Physical Setting/Physics						
Number Tested			17			0
Number Scoring 55-100			15			0
Number Scoring 65-100			13			0
Number Scoring 85-100			2			0
Percentage of Tested Scoring 55-100			88%			0%
Percentage of Tested Scoring 65-100			76%			0%
Percentage of Tested Scoring 85-100			12%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	6	23	21	0	0	0
Number Scoring 55-100	6	23	21	0	0	0
Number Scoring 65-100	6	22	20	0	0	0
Number Scoring 85-100	4	17	15	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	96%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	67%	74%	71%	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	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	21	11	12	0	0	0
Number Scoring 55-100	21	10	11	0	0	0
Number Scoring 65-100	20	10	11	0	0	0
Number Scoring 85-100	13	4	3	0	0	0
Percentage of Tested Scoring 55-100	100%	91%	92%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	91%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	62%	36%	25%	0%	0%	0%
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	28	47	1	0	0	0
Number Scoring 55-100	25	38	#	0	0	0
Number Scoring 65-100	22	37	#	0	0	0
Number Scoring 85-100	5	13	#	0	0	0
Percentage of Tested Scoring 55-100	89%	81%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	79%	79%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	18%	28%	#	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	2	#	30	100%	14	93%
Students with Disabilities	0	0%	10	90%	4	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	76	0%	38%	38%	24%
	Students with Disabilities	11	0%	64%	36%	0%
	All Students	87	0%	41%	38%	21%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	58	58	58	14	14	14	72	72	72
Number Scoring 55–64	3	0	0	4	2	5	7	2	5
Number Scoring 65–84	28	25	40	3	6	4	31	31	44
Number Scoring 85–100	15	27	18	0	0	0	15	27	18
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)