

New York State School Report Card Comprehensive Information Report

BEDS Code: 13-05-02-02-0003
 Name: Dover High School
 Principal: Michael Tierney

Grade Range : 9-12

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	0	0	0
Eighth	0	0	0
Ninth	147	177	155
Tenth	148	129	165
Eleventh	124	136	141
Twelfth	114	129	127
Ungraded Secondary	0	6	0
Total K-12 Enrollment	533	577	588

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	4	0.8%	5	0.9%	6	1.0%
Black (Not Hispanic)	15	2.8%	20	3.5%	34	5.8%
Hispanic	20	3.8%	18	3.1%	35	6.0%
White (Not Hispanic)	494	92.7%	534	92.5%	513	87.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	0	25
Mathematics Grade 10	0	13	23
Science Grade 10	0	22	23
Social Studies Grade 10	10	25	22

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	1.1%	2	0.4%	4	0.7%
Eligible for Free Lunch	78	14.6%	78	13.5%	46	7.8%

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		91.1%		91.5%		91.3%
Student Suspensions	56	11.6%	46	8.6%	91	15.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	6.0%	5.9%	6.3%
Public Assistance	11-20%	11-20%	21-30%
Student Stability	96%	99%	98%

Staff Counts

Staff	2003-04
Total Teachers	41
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	3

*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	95	95	100%	93	53	57%	104	64	62%
Students with Disabilities	9	9	100%	6	0	0%	7	0	0%
All Students	104	104	100%	99	53	54%	111	64	58%

*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	34	57	3	3	12	2
Percent	31%	51%	3%	3%	11%	2%

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)
7	0	4	11

*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	15		9		23	4.6%
	Entered GED Program*	3		0		4	0.8%
	Total Noncompleters	18		9		27	5.4%
Students with Disabilities	Dropped Out	1		0		7	7.6%
	Entered GED Program*	0		0		1	1.1%
	Total Noncompleters	1		0		8	8.7%
All Students	Dropped Out	16	3.0%	9	1.6%	30	5.1%
	Entered GED Program*	3	0.6%	0	0.0%	5	0.8%
	Total Noncompleters	19	3.6%	9	1.6%	35	5.9%

*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	0	0	403
	Number of Students with Disabilities	0	0	63
	Number of All Students	0	0	466
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	135	140	510
	Number of Students with Disabilities	15	30	84
	Number of All Students	150	170	594
	Percent of Enrollment	28%	29%	101%

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; completion 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	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	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	0%	11	55%	17	88%
Science	6	0%	3	#	0	0%
Reading	1	#	2	#	2	#
Writing	1	#	2	#	0	0%
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	3	#	5	20%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	16	44%	38	66%
Science	2	#	7	71%	1	#
Reading	0	0%	4	#	10	60%
Writing	0	0%	4	#	4	#
Global Studies	0	0%	13	23%	0	0%
U.S. Hist & Gov't	1	#	3	#	0	0%

(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	113	115	117	1	6	12
Number Scoring 55-100	105	104	105	#	3	5
Number Scoring 65-100	95	99	103	#	2	5
Number Scoring 85-100	44	49	58	#	0	0
Percentage of Tested Scoring 55-100	93%	90%	90%	#	50%	42%
Percentage of Tested Scoring 65-100	84%	86%	88%	#	33%	42%
Percentage of Tested Scoring 85-100	39%	43%	50%	#	0%	0%
Mathematics A						
Number Tested	112	97	158	0	2	15
Number Scoring 55-100	89	81	147	0	#	9
Number Scoring 65-100	69	69	125	0	#	3
Number Scoring 85-100	23	34	38	0	#	0
Percentage of Tested Scoring 55-100	79%	84%	93%	0%	#	60%
Percentage of Tested Scoring 65-100	62%	71%	79%	0%	#	20%
Percentage of Tested Scoring 85-100	21%	35%	24%	0%	#	0%
Mathematics B						
Number Tested	0	0	68	0	0	0
Number Scoring 55-100	0	0	60	0	0	0
Number Scoring 65-100	0	0	50	0	0	0
Number Scoring 85-100	0	0	12	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	88%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	74%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	18%	0%	0%	0%
Global History and Geography						
Number Tested	118	115	84	1	6	7
Number Scoring 55-100	115	108	78	#	6	3
Number Scoring 65-100	109	100	72	#	5	1
Number Scoring 85-100	26	50	40	#	1	0
Percentage of Tested Scoring 55-100	97%	94%	93%	#	100%	43%
Percentage of Tested Scoring 65-100	92%	87%	86%	#	83%	14%
Percentage of Tested Scoring 85-100	22%	43%	48%	#	17%	0%
U.S. History and Government						
Number Tested	122	115	67	3	6	6
Number Scoring 55-100	113	108	66	#	4	5
Number Scoring 65-100	105	103	62	#	2	4
Number Scoring 85-100	45	48	34	#	0	2
Percentage of Tested Scoring 55-100	93%	94%	99%	#	67%	83%
Percentage of Tested Scoring 65-100	86%	90%	93%	#	33%	67%
Percentage of Tested Scoring 85-100	37%	42%	51%	#	0%	33%

(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	68	115	133	0	2	12
Number Scoring 55-100	63	109	128	0	#	11
Number Scoring 65-100	63	103	125	0	#	8
Number Scoring 85-100	13	26	47	0	#	1
Percentage of Tested Scoring 55-100	93%	95%	96%	0%	#	92%
Percentage of Tested Scoring 65-100	93%	90%	94%	0%	#	67%
Percentage of Tested Scoring 85-100	19%	23%	35%	0%	#	8%
Physical Setting/Earth Science						
Number Tested	177	164	151	2	14	15
Number Scoring 55-100	167	141	126	#	7	9
Number Scoring 65-100	157	134	118	#	6	4
Number Scoring 85-100	62	42	32	#	0	1
Percentage of Tested Scoring 55-100	94%	86%	83%	#	50%	60%
Percentage of Tested Scoring 65-100	89%	82%	78%	#	43%	27%
Percentage of Tested Scoring 85-100	35%	26%	21%	#	0%	7%
Physical Setting/Chemistry						
Number Tested	27	20	19	0	0	0
Number Scoring 55-100	25	17	16	0	0	0
Number Scoring 65-100	22	15	11	0	0	0
Number Scoring 85-100	1	3	1	0	0	0
Percentage of Tested Scoring 55-100	93%	85%	84%	0%	0%	0%
Percentage of Tested Scoring 65-100	81%	75%	58%	0%	0%	0%
Percentage of Tested Scoring 85-100	4%	15%	5%	0%	0%	0%
Physical Setting/Physics						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			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	9	29	13	0	0	0
Number Scoring 55-100	7	28	13	0	0	0
Number Scoring 65-100	7	28	13	0	0	0
Number Scoring 85-100	2	17	9	0	0	0
Percentage of Tested Scoring 55-100	78%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	78%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	22%	59%	69%	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	45	65	61	0	0	0
Number Scoring 55-100	43	63	59	0	0	0
Number Scoring 65-100	43	63	59	0	0	0
Number Scoring 85-100	30	47	44	0	0	0
Percentage of Tested Scoring 55-100	96%	97%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	96%	97%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	67%	72%	72%	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	71	74	6	0	1	0
Number Scoring 55-100	61	63	5	0	#	0
Number Scoring 65-100	53	56	5	0	#	0
Number Scoring 85-100	21	21	0	0	#	0
Percentage of Tested Scoring 55-100	86%	85%	83%	0%	#	0%
Percentage of Tested Scoring 65-100	75%	76%	83%	0%	#	0%
Percentage of Tested Scoring 85-100	30%	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	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	116	116	116	12	12	12	128	128	128
Number Scoring 55–64	2	4	3	0	1	0	2	5	3
Number Scoring 65–84	75	48	59	1	1	1	76	49	60
Number Scoring 85–100	28	50	45	0	0	0	28	50	45
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			2			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			2			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)