

# New York State School Report Card Comprehensive Information Report

BEDS Code: 41-15-01-06-0001  
 Name: New Hartford Senior High School  
 Principal: Vincent Condro

Grade Range : 10-12

## 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	0	0	0
Tenth	239	235	211
Eleventh	238	231	228
Twelfth	231	239	232
Ungraded Secondary	0	0	0
Total K-12 Enrollment	708	705	671

## 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	30	4.2%	36	5.1%	39	5.8%
Black (Not Hispanic)	4	0.6%	7	1.0%	5	0.7%
Hispanic	8	1.1%	9	1.3%	4	0.6%
White (Not Hispanic)	666	94.1%	653	92.6%	623	92.8%

## 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	22	9
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	21	18	18
Mathematics Grade 10	23	19	16
Science Grade 10	17	20	20
Social Studies Grade 10	23	19	17

(Form - A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
49	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 lower 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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	14	2.0%	32	4.5%	18	2.7%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.1%		96.2%		98.8%
<b>Student Suspensions</b>	42	5.7%	41	5.8%	53	7.5%

**Student Socioeconomic and Stability Indicators  
(Percent of Enrollment)**

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	1.1%	2.4%	0.9%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	100%	99%	98%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	48
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2

\*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	199	161	81%	197	168	85%	201	159	79%
Students with Disabilities	23	5	22%	29	11	38%	25	12	48%
All Students	222	166	75%	226	179	79%	226	171	76%

\*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	145	66	2	1	12	0
Percent	64%	29%	1%	0%	5%	0%

## 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)
25	12	1	26

\*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	8		2		4	0.7%
	Entered GED Program*	3		5		1	0.2%
	Total Noncompleters	11		7		5	0.9%
Students with Disabilities	Dropped Out	3		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	3		0		0	0.0%
All Students	Dropped Out	11	1.6%	2	0.3%	4	0.6%
	Entered GED Program*	3	0.4%	5	0.7%	1	0.1%
	Total Noncompleters	14	2.0%	7	1.0%	5	0.7%

\*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	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	44	0
	Number of Students with Disabilities	0	6	78
	Number of All Students	0	50	78
	Percent of Enrollment	0%	7%	12%

## 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	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	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	9	100%	1	#
Science	1	#	4	#	1	#
Reading	3	#	2	#	1	#
Writing	3	#	6	83%	1	#
Global Studies	2	#	6	67%	0	0%
U.S. Hist & Gov't	2	#	6	83%	6	83%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	234	232	230	27	29	31
Number Scoring 55-100	230	229	227	23	27	29
Number Scoring 65-100	221	222	214	18	23	20
Number Scoring 85-100	133	140	136	1	3	0
Percentage of Tested Scoring 55-100	98%	99%	99%	85%	93%	94%
Percentage of Tested Scoring 65-100	94%	96%	93%	67%	79%	65%
Percentage of Tested Scoring 85-100	57%	60%	59%	4%	10%	0%
<b>Mathematics A</b>						
Number Tested	4	69	40	1	26	9
Number Scoring 55-100	#	50	38	#	16	9
Number Scoring 65-100	#	42	35	#	13	8
Number Scoring 85-100	#	3	6	#	0	1
Percentage of Tested Scoring 55-100	#	72%	95%	#	62%	100%
Percentage of Tested Scoring 65-100	#	61%	88%	#	50%	89%
Percentage of Tested Scoring 85-100	#	4%	15%	#	0%	11%
<b>Mathematics B</b>						
Number Tested	0	41	164	0	1	4
Number Scoring 55-100	0	40	154	0	#	#
Number Scoring 65-100	0	40	143	0	#	#
Number Scoring 85-100	0	21	61	0	#	#
Percentage of Tested Scoring 55-100	0%	98%	94%	0%	#	#
Percentage of Tested Scoring 65-100	0%	98%	87%	0%	#	#
Percentage of Tested Scoring 85-100	0%	51%	37%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	239	234	203	30	31	21
Number Scoring 55-100	239	232	199	30	30	20
Number Scoring 65-100	234	223	199	28	26	20
Number Scoring 85-100	105	154	161	3	6	10
Percentage of Tested Scoring 55-100	100%	99%	98%	100%	97%	95%
Percentage of Tested Scoring 65-100	98%	95%	98%	93%	84%	95%
Percentage of Tested Scoring 85-100	44%	66%	79%	10%	19%	48%
<b>U.S. History and Government</b>						
Number Tested	237	237	218	27	29	29
Number Scoring 55-100	234	237	216	27	29	28
Number Scoring 65-100	231	234	213	27	28	26
Number Scoring 85-100	161	172	171	8	11	10
Percentage of Tested Scoring 55-100	99%	100%	99%	100%	100%	97%
Percentage of Tested Scoring 65-100	97%	99%	98%	100%	97%	90%
Percentage of Tested Scoring 85-100	68%	73%	78%	30%	38%	34%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	171	189	173	29	29	22
Number Scoring 55-100	171	188	173	29	29	22
Number Scoring 65-100	170	182	169	29	27	19
Number Scoring 85-100	46	60	88	1	4	7
Percentage of Tested Scoring 55-100	100%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	99%	96%	98%	100%	93%	86%
Percentage of Tested Scoring 85-100	27%	32%	51%	3%	14%	32%
<b>Physical Setting/Earth Science</b>						
Number Tested	2	2	2	0	0	0
Number Scoring 55-100	#	#	#	0	0	0
Number Scoring 65-100	#	#	#	0	0	0
Number Scoring 85-100	#	#	#	0	0	0
Percentage of Tested Scoring 55-100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 65-100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 85-100	#	#	#	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	185	150	158	11	11	5
Number Scoring 55-100	176	139	158	10	11	5
Number Scoring 65-100	151	114	142	6	9	4
Number Scoring 85-100	25	39	44	0	1	0
Percentage of Tested Scoring 55-100	95%	93%	100%	91%	100%	100%
Percentage of Tested Scoring 65-100	82%	76%	90%	55%	82%	80%
Percentage of Tested Scoring 85-100	14%	26%	28%	0%	9%	0%
<b>Physical Setting/Physics</b>						
Number Tested			3			1
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 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
<b>Comprehensive French</b>						
Number Tested	42	44	53	0	1	0
Number Scoring 55-100	42	44	53	0	#	0
Number Scoring 65-100	42	44	53	0	#	0
Number Scoring 85-100	35	38	47	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	83%	86%	89%	0%	#	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
Number Tested	16	15	8	1	2	0
Number Scoring 55-100	16	15	8	#	#	0
Number Scoring 65-100	16	15	8	#	#	0
Number Scoring 85-100	12	11	5	#	#	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	75%	73%	62%	#	#	0%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	97	105	94	4	1	1
Number Scoring 55-100	97	105	94	#	#	#
Number Scoring 65-100	97	105	94	#	#	#
Number Scoring 85-100	80	71	65	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	82%	68%	69%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	15	18	15	0	0	0
Number Scoring 55-100	15	17	15	0	0	0
Number Scoring 65-100	15	17	15	0	0	0
Number Scoring 85-100	10	8	9	0	0	0
Percentage of Tested Scoring 55-100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	67%	44%	60%	0%	0%	0%

(Form – H)



## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	193	116	19	11	15	2
Number Scoring 55-100	179	90	18	7	9	#
Number Scoring 65-100	172	86	17	6	9	#
Number Scoring 85-100	107	25	1	2	1	#
Percentage of Tested Scoring 55-100	93%	78%	95%	64%	60%	#
Percentage of Tested Scoring 65-100	89%	74%	89%	55%	60%	#
Percentage of Tested Scoring 85-100	55%	22%	5%	18%	7%	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	24	100%	23	96%	0	0%
Students with Disabilities	20	100%	8	88%	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
<b>Nov 2003</b>	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
<b>June 2004</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	200	200	200	26	26	26	226	226	226
Number Scoring 55–64	0	1	0	1	1	0	1	2	0
Number Scoring 65–84	97	42	63	23	13	18	120	55	81
Number Scoring 85–100	100	154	134	2	11	7	102	165	141
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – J)