

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-04-05-06-0010
 Name: Half Hollow Hills High School East
 Principal: Al Kindelmann

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	325	370	356
Tenth	284	338	373
Eleventh	315	290	341
Twelfth	289	316	286
Ungraded Secondary	47	37	44
Total K-12 Enrollment	1260	1351	1400

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	114	9.0%	126	9.3%	132	9.4%
Black (Not Hispanic)	147	11.7%	173	12.8%	167	11.9%
Hispanic	34	2.7%	44	3.3%	55	3.9%
White (Not Hispanic)	965	76.6%	1008	74.6%	1046	74.7%

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	22	22	24
Mathematics Grade 10	25	21	20
Science Grade 10	22	24	24
Social Studies Grade 10	23	21	23

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	0.5%	0	0.0%	23	1.6%
Eligible for Free Lunch	42	3.3%	40	3.0%	47	3.4%

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		96.7%		95.1%		95.0%
Student Suspensions	94	7.6%	83	6.6%	91	6.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.0%	1.3%	1.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	99%	100%

Staff Counts

Staff	2003-04
Total Teachers	100
Total Other Professional Staff	20
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	245	215	88%	272	246	90%	253	235	93%
Students with Disabilities	46	15	33%	43	13	30%	32	13	41%
All Students	291	230	79%	315	259	82%	285	248	87%

*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	243	22	3	0	14	3
Percent	85%	8%	1%	0%	5%	1%

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)
32	13	2	34

*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	6		3		3	0.3%
	Entered GED Program*	0		1		1	0.1%
	Total Noncompleters	6		4		4	0.3%
Students with Disabilities	Dropped Out	3		2		3	1.5%
	Entered GED Program*	0		0		1	0.5%
	Total Noncompleters	3		2		4	2.0%
All Students	Dropped Out	9	0.7%	5	0.4%	6	0.4%
	Entered GED Program*	0	0.0%	1	0.1%	2	0.1%
	Total Noncompleters	9	0.7%	6	0.4%	8	0.6%

*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	1260	0	1230
	Number of Students with Disabilities	0	0	170
	Number of All Students	1260	0	1400
	Percent of Enrollment	100%	0%	100%

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	1	#	1	#	0	0%
Science	2	#	0	0%	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%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	92%	15	100%	12	100%
Science	14	50%	7	100%	4	#
Reading	8	63%	7	86%	3	#
Writing	10	100%	8	75%	3	#
Global Studies	4	#	16	75%	12	58%
U.S. Hist & Gov't	3	#	4	#	18	67%

(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	318	294	351	46	34	51
Number Scoring 55-100	313	291	349	42	31	49
Number Scoring 65-100	309	288	345	40	30	45
Number Scoring 85-100	235	221	298	11	9	22
Percentage of Tested Scoring 55-100	98%	99%	99%	91%	91%	96%
Percentage of Tested Scoring 65-100	97%	98%	98%	87%	88%	88%
Percentage of Tested Scoring 85-100	74%	75%	85%	24%	26%	43%
Mathematics A						
Number Tested	0	386	377	0	62	54
Number Scoring 55-100	0	352	370	0	40	48
Number Scoring 65-100	0	338	364	0	35	45
Number Scoring 85-100	0	147	213	0	3	12
Percentage of Tested Scoring 55-100	0%	91%	98%	0%	65%	89%
Percentage of Tested Scoring 65-100	0%	88%	97%	0%	56%	83%
Percentage of Tested Scoring 85-100	0%	38%	56%	0%	5%	22%
Mathematics B						
Number Tested	0	0	261	0	0	13
Number Scoring 55-100	0	0	259	0	0	13
Number Scoring 65-100	0	0	254	0	0	12
Number Scoring 85-100	0	0	148	0	0	3
Percentage of Tested Scoring 55-100	0%	0%	99%	0%	0%	100%
Percentage of Tested Scoring 65-100	0%	0%	97%	0%	0%	92%
Percentage of Tested Scoring 85-100	0%	0%	57%	0%	0%	23%
Global History and Geography						
Number Tested	297	356	389	35	54	60
Number Scoring 55-100	288	341	378	29	42	53
Number Scoring 65-100	269	330	365	19	37	45
Number Scoring 85-100	140	187	231	1	3	6
Percentage of Tested Scoring 55-100	97%	96%	97%	83%	78%	88%
Percentage of Tested Scoring 65-100	91%	93%	94%	54%	69%	75%
Percentage of Tested Scoring 85-100	47%	53%	59%	3%	6%	10%
U.S. History and Government						
Number Tested	340	301	349	55	40	51
Number Scoring 55-100	333	298	339	52	39	42
Number Scoring 65-100	317	289	333	39	34	37
Number Scoring 85-100	195	176	254	7	5	12
Percentage of Tested Scoring 55-100	98%	99%	97%	95%	97%	82%
Percentage of Tested Scoring 65-100	93%	96%	95%	71%	85%	73%
Percentage of Tested Scoring 85-100	57%	58%	73%	13%	12%	24%

(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	311	330	357	44	28	67
Number Scoring 55-100	308	328	350	41	26	60
Number Scoring 65-100	299	323	338	32	23	49
Number Scoring 85-100	190	213	191	5	3	7
Percentage of Tested Scoring 55-100	99%	99%	98%	93%	93%	90%
Percentage of Tested Scoring 65-100	96%	98%	95%	73%	82%	73%
Percentage of Tested Scoring 85-100	61%	65%	54%	11%	11%	10%
Physical Setting/Earth Science						
Number Tested	191	250	251	28	67	50
Number Scoring 55-100	184	232	240	25	53	45
Number Scoring 65-100	175	216	221	23	40	33
Number Scoring 85-100	77	88	72	5	5	4
Percentage of Tested Scoring 55-100	96%	93%	96%	89%	79%	90%
Percentage of Tested Scoring 65-100	92%	86%	88%	82%	60%	66%
Percentage of Tested Scoring 85-100	40%	35%	29%	18%	7%	8%
Physical Setting/Chemistry						
Number Tested	263	269	276	16	10	14
Number Scoring 55-100	258	266	274	14	10	13
Number Scoring 65-100	238	249	263	12	8	12
Number Scoring 85-100	60	96	100	1	1	0
Percentage of Tested Scoring 55-100	98%	99%	99%	88%	100%	93%
Percentage of Tested Scoring 65-100	90%	93%	95%	75%	80%	86%
Percentage of Tested Scoring 85-100	23%	36%	36%	6%	10%	0%
Physical Setting/Physics						
Number Tested			153			2
Number Scoring 55-100			152			#
Number Scoring 65-100			150			#
Number Scoring 85-100			53			#
Percentage of Tested Scoring 55-100			99%			#
Percentage of Tested Scoring 65-100			98%			#
Percentage of Tested Scoring 85-100			35%			#

* 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	67	55	71	0	1	2
Number Scoring 55-100	67	55	70	0	#	#
Number Scoring 65-100	67	55	70	0	#	#
Number Scoring 85-100	59	51	67	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	99%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	99%	0%	#	#
Percentage of Tested Scoring 85-100	88%	93%	94%	0%	#	#
Comprehensive Italian						
Number Tested	22	26	43	2	0	1
Number Scoring 55-100	21	26	43	#	0	#
Number Scoring 65-100	21	26	43	#	0	#
Number Scoring 85-100	14	21	41	#	0	#
Percentage of Tested Scoring 55-100	95%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	95%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	64%	81%	95%	#	0%	#
Comprehensive German						
Number Tested	0	1	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%
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	154	135	198	1	2	9
Number Scoring 55-100	154	135	198	#	#	9
Number Scoring 65-100	154	135	198	#	#	9
Number Scoring 85-100	140	131	170	#	#	6
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 85-100	91%	97%	86%	#	#	67%
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	149	224	3	17	7	1
Number Scoring 55-100	144	212	#	15	6	#
Number Scoring 65-100	137	211	#	14	6	#
Number Scoring 85-100	72	154	#	2	2	#
Percentage of Tested Scoring 55-100	97%	95%	#	88%	86%	#
Percentage of Tested Scoring 65-100	92%	94%	#	82%	86%	#
Percentage of Tested Scoring 85-100	48%	69%	#	12%	29%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	11	100%	14	79%	0	0%
Students with Disabilities	11	100%	5	100%	1	#

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	252	252	252	33	33	33	285	285	285
Number Scoring 55–64	0	2	2	3	3	6	3	5	8
Number Scoring 65–84	111	75	80	24	24	22	135	99	102
Number Scoring 85–100	139	173	169	1	4	5	140	177	174
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			10			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			2			0
Proficient (37-39)			7			0
Reading and Writing (Grade 9-12)						
Number Tested			10			0
Beginning (0-14)			0			0
Intermediate (15-24)			2			0
Advanced (25-32)			6			0
Proficient (33-35)			2			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)