

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-04-05-06-0016
 Name: Half Hollow Hills High School West
 Principal: James Lofrese

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	298	312	296
Tenth	271	302	299
Eleventh	235	275	295
Twelfth	249	227	270
Ungraded Secondary	52	66	73
Total K-12 Enrollment	1105	1182	1233

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	133	12.0%	146	12.4%	155	12.6%
Black (Not Hispanic)	109	9.9%	133	11.3%	141	11.4%
Hispanic	47	4.3%	65	5.5%	66	5.4%
White (Not Hispanic)	816	73.8%	838	70.9%	871	70.6%

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	19	20
Mathematics Grade 10	23	21	22
Science Grade 10	23	21	23
Social Studies Grade 10	23	23	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
54	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 higher 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	15	1.4%	20	1.7%	23	1.9%
Eligible for Free Lunch	32	2.9%	50	4.2%	63	5.1%

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		95.1%		94.1%		94.0%
Student Suspensions	59	5.7%	65	5.9%	61	5.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	2.5%	1.7%	2.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	100%	99%

Staff Counts

Staff	2003-04
Total Teachers	90
Total Other Professional Staff	17
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	221	195	88%	198	177	89%	247	217	88%
Students with Disabilities	24	9	38%	34	11	32%	26	12	46%
All Students	245	204	83%	232	188	81%	273	229	84%

*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	236	30	0	2	3	2
Percent	86%	11%	0%	1%	1%	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)
26	12	10	36

*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	0		1		1	0.1%
	Entered GED Program*	0		2		2	0.2%
	Total Noncompleters	0		3		3	0.3%
Students with Disabilities	Dropped Out	1		2		3	1.6%
	Entered GED Program*	0		0		1	0.5%
	Total Noncompleters	1		2		4	2.2%
All Students	Dropped Out	1	0.1%	3	0.3%	4	0.3%
	Entered GED Program*	0	0.0%	2	0.2%	3	0.2%
	Total Noncompleters	1	0.1%	5	0.4%	7	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	956	944	1056
	Number of Students with Disabilities	149	172	177
	Number of All Students	1105	1116	1233
	Percent of Enrollment	100%	94%	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	0	0%	0	0%	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	1	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	78%	43	81%	35	57%
Science	14	79%	29	48%	34	41%
Reading	10	80%	8	88%	2	#
Writing	11	82%	7	86%	4	#
Global Studies	10	50%	16	44%	18	44%
U.S. Hist & Gov't	6	83%	10	70%	4	#

(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	241	280	297	33	35	31
Number Scoring 55-100	235	273	294	29	29	28
Number Scoring 65-100	228	267	289	25	24	26
Number Scoring 85-100	185	203	242	7	4	11
Percentage of Tested Scoring 55-100	98%	97%	99%	88%	83%	90%
Percentage of Tested Scoring 65-100	95%	95%	97%	76%	69%	84%
Percentage of Tested Scoring 85-100	77%	72%	81%	21%	11%	35%
Mathematics A						
Number Tested	0	312	327	0	37	39
Number Scoring 55-100	0	282	325	0	20	37
Number Scoring 65-100	0	262	318	0	16	35
Number Scoring 85-100	0	117	145	0	1	3
Percentage of Tested Scoring 55-100	0%	90%	99%	0%	54%	95%
Percentage of Tested Scoring 65-100	0%	84%	97%	0%	43%	90%
Percentage of Tested Scoring 85-100	0%	38%	44%	0%	3%	8%
Mathematics B						
Number Tested	0	0	205	0	0	6
Number Scoring 55-100	0	0	195	0	0	4
Number Scoring 65-100	0	0	184	0	0	2
Number Scoring 85-100	0	0	106	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	95%	0%	0%	67%
Percentage of Tested Scoring 65-100	0%	0%	90%	0%	0%	33%
Percentage of Tested Scoring 85-100	0%	0%	52%	0%	0%	0%
Global History and Geography						
Number Tested	280	297	344	35	36	49
Number Scoring 55-100	275	277	326	32	23	32
Number Scoring 65-100	270	257	314	28	20	29
Number Scoring 85-100	161	147	180	4	1	6
Percentage of Tested Scoring 55-100	98%	93%	95%	91%	64%	65%
Percentage of Tested Scoring 65-100	96%	87%	91%	80%	56%	59%
Percentage of Tested Scoring 85-100	57%	49%	52%	11%	3%	12%
U.S. History and Government						
Number Tested	253	281	296	37	33	31
Number Scoring 55-100	249	276	289	34	30	28
Number Scoring 65-100	234	266	273	27	25	19
Number Scoring 85-100	149	170	216	4	7	6
Percentage of Tested Scoring 55-100	98%	98%	98%	92%	91%	90%
Percentage of Tested Scoring 65-100	92%	95%	92%	73%	76%	61%
Percentage of Tested Scoring 85-100	59%	60%	73%	11%	21%	19%

(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	273	267	305	33	20	45
Number Scoring 55-100	271	264	297	31	18	38
Number Scoring 65-100	268	261	289	28	15	33
Number Scoring 85-100	148	156	167	1	3	5
Percentage of Tested Scoring 55-100	99%	99%	97%	94%	90%	84%
Percentage of Tested Scoring 65-100	98%	98%	95%	85%	75%	73%
Percentage of Tested Scoring 85-100	54%	58%	55%	3%	15%	11%
Physical Setting/Earth Science						
Number Tested	177	201	193	23	49	35
Number Scoring 55-100	173	191	175	22	40	30
Number Scoring 65-100	163	180	150	19	35	23
Number Scoring 85-100	56	76	39	2	6	2
Percentage of Tested Scoring 55-100	98%	95%	91%	96%	82%	86%
Percentage of Tested Scoring 65-100	92%	90%	78%	83%	71%	66%
Percentage of Tested Scoring 85-100	32%	38%	20%	9%	12%	6%
Physical Setting/Chemistry						
Number Tested	199	232	256	6	4	7
Number Scoring 55-100	197	228	247	5	#	5
Number Scoring 65-100	178	193	209	3	#	4
Number Scoring 85-100	49	71	71	0	#	0
Percentage of Tested Scoring 55-100	99%	98%	96%	83%	#	71%
Percentage of Tested Scoring 65-100	89%	83%	82%	50%	#	57%
Percentage of Tested Scoring 85-100	25%	31%	28%	0%	#	0%
Physical Setting/Physics						
Number Tested			132			0
Number Scoring 55-100			131			0
Number Scoring 65-100			127			0
Number Scoring 85-100			75			0
Percentage of Tested Scoring 55-100			99%			0%
Percentage of Tested Scoring 65-100			96%			0%
Percentage of Tested Scoring 85-100			57%			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	18	10	0	0	0
Number Scoring 55-100	6	18	10	0	0	0
Number Scoring 65-100	6	18	10	0	0	0
Number Scoring 85-100	5	12	10	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	83%	67%	100%	0%	0%	0%
Comprehensive Italian						
Number Tested	50	39	56	1	0	1
Number Scoring 55-100	50	39	56	#	0	#
Number Scoring 65-100	50	38	56	#	0	#
Number Scoring 85-100	32	30	36	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	97%	100%	#	0%	#
Percentage of Tested Scoring 85-100	64%	77%	64%	#	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	112	148	172	2	2	4
Number Scoring 55-100	112	148	172	#	#	#
Number Scoring 65-100	112	148	172	#	#	#
Number Scoring 85-100	94	118	160	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	84%	80%	93%	#	#	#
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	221	234	21	10	6	1
Number Scoring 55-100	205	208	17	8	5	#
Number Scoring 65-100	194	197	13	7	5	#
Number Scoring 85-100	122	125	0	0	2	#
Percentage of Tested Scoring 55-100	93%	89%	81%	80%	83%	#
Percentage of Tested Scoring 65-100	88%	84%	62%	70%	83%	#
Percentage of Tested Scoring 85-100	55%	53%	0%	0%	33%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	25	100%	26	96%	20	100%
Students with Disabilities	9	100%	5	100%	8	88%

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	234	234	234	34	34	34	268	268	268
Number Scoring 55–64	1	3	0	2	2	3	3	5	3
Number Scoring 65–84	80	71	80	18	13	17	98	84	97
Number Scoring 85–100	150	158	153	5	8	5	155	166	158
Approved Alternatives	2	0	0	0	0	0	2	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			13			0
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			3			0
Proficient (37-39)			6			0
Reading and Writing (Grade 9-12)						
Number Tested			13			0
Beginning (0-14)			1			0
Intermediate (15-24)			7			0
Advanced (25-32)			5			0
Proficient (33-35)			0			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)