

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-02-02-03-0003
 Name: Croton-Harmon Senior High School
 Principal: Joel Adelberg

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	88	105	126
Tenth	90	90	103
Eleventh	100	95	92
Twelfth	78	95	88
Ungraded Secondary	0	0	0
Total K-12 Enrollment	356	385	409

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	14	3.9%	9	2.3%	8	2.0%
Black (Not Hispanic)	12	3.4%	17	4.4%	10	2.4%
Hispanic	14	3.9%	21	5.5%	24	5.9%
White (Not Hispanic)	316	88.8%	338	87.8%	367	89.7%

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	17	22	17
Mathematics Grade 10	15	0	11
Science Grade 10	18	19	19
Social Studies Grade 10	0	22	20

(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	5	1.4%	6	1.6%	9	2.2%
Eligible for Free Lunch	0	0.0%	0	0.0%	0	0.0%

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		94.6%		96.4%		95.1%
Student Suspensions	20	5.6%	15	4.2%	19	4.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	99%	100%

Staff Counts

Staff	2003-04
Total Teachers	39
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	4

*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	64	48	75%	3	3	100%	75	65	87%
Students with Disabilities	9	0	0%	2	1	50%	12	5	42%
All Students	73	48	66%	5	4	80%	87	70	80%

*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	68	14	0	0	3	2
Percent	78%	16%	0%	0%	3%	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)
12	5	1	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	20		3		2	0.5%
	Entered GED Program*	1		0		4	1.1%
	Total Noncompleters	21		3		6	1.6%
Students with Disabilities	Dropped Out	2		0		1	2.2%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	2		1		1	2.2%
All Students	Dropped Out	22	6.2%	3	0.8%	3	0.7%
	Entered GED Program*	1	0.3%	1	0.3%	4	1.0%
	Total Noncompleters	23	6.5%	4	1.0%	7	1.7%

*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	79	80	368
	Number of Students with Disabilities	11	15	41
	Number of All Students	90	95	409
	Percent of Enrollment	25%	25%	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%	2	#	1	#
Science	0	0%	2	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	0	0%
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	0	0%	6	100%	1	#
Science	0	0%	2	#	0	0%
Reading	0	0%	5	100%	0	0%
Writing	0	0%	5	100%	0	0%
Global Studies	0	0%	5	40%	0	0%
U.S. Hist & Gov't	0	0%	4	#	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	89	86	80	7	12	12
Number Scoring 55-100	85	83	77	4	9	11
Number Scoring 65-100	80	81	71	3	7	7
Number Scoring 85-100	57	54	42	0	0	4
Percentage of Tested Scoring 55-100	96%	97%	96%	57%	75%	92%
Percentage of Tested Scoring 65-100	90%	94%	89%	43%	58%	58%
Percentage of Tested Scoring 85-100	64%	63%	53%	0%	0%	33%
Mathematics A						
Number Tested	15	104	122	5	13	13
Number Scoring 55-100	5	95	119	1	9	13
Number Scoring 65-100	3	84	114	0	7	10
Number Scoring 85-100	0	45	66	0	3	3
Percentage of Tested Scoring 55-100	33%	91%	98%	20%	69%	100%
Percentage of Tested Scoring 65-100	20%	81%	93%	0%	54%	77%
Percentage of Tested Scoring 85-100	0%	43%	54%	0%	23%	23%
Mathematics B						
Number Tested	0	48	46	0	1	2
Number Scoring 55-100	0	47	46	0	#	#
Number Scoring 65-100	0	43	45	0	#	#
Number Scoring 85-100	0	18	12	0	#	#
Percentage of Tested Scoring 55-100	0%	98%	100%	0%	#	#
Percentage of Tested Scoring 65-100	0%	90%	98%	0%	#	#
Percentage of Tested Scoring 85-100	0%	38%	26%	0%	#	#
Global History and Geography						
Number Tested	89	87	99	14	9	10
Number Scoring 55-100	85	84	99	11	9	10
Number Scoring 65-100	82	83	96	10	9	10
Number Scoring 85-100	44	50	65	0	5	4
Percentage of Tested Scoring 55-100	96%	97%	100%	79%	100%	100%
Percentage of Tested Scoring 65-100	92%	95%	97%	71%	100%	100%
Percentage of Tested Scoring 85-100	49%	57%	66%	0%	56%	40%
U.S. History and Government						
Number Tested	51	87	79	7	12	9
Number Scoring 55-100	47	85	78	4	10	9
Number Scoring 65-100	43	85	76	3	10	7
Number Scoring 85-100	5	55	53	0	3	6
Percentage of Tested Scoring 55-100	92%	98%	99%	57%	83%	100%
Percentage of Tested Scoring 65-100	84%	98%	96%	43%	83%	78%
Percentage of Tested Scoring 85-100	10%	63%	67%	0%	25%	67%

(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	74	84	104	14	9	12
Number Scoring 55-100	74	83	101	14	9	11
Number Scoring 65-100	74	83	95	14	9	9
Number Scoring 85-100	26	48	43	0	7	2
Percentage of Tested Scoring 55-100	100%	99%	97%	100%	100%	92%
Percentage of Tested Scoring 65-100	100%	99%	91%	100%	100%	75%
Percentage of Tested Scoring 85-100	35%	57%	41%	0%	78%	17%
Physical Setting/Earth Science						
Number Tested	81	99	122	7	9	3
Number Scoring 55-100	78	94	115	6	8	#
Number Scoring 65-100	75	91	101	6	7	#
Number Scoring 85-100	35	45	71	2	1	#
Percentage of Tested Scoring 55-100	96%	95%	94%	86%	89%	#
Percentage of Tested Scoring 65-100	93%	92%	83%	86%	78%	#
Percentage of Tested Scoring 85-100	43%	45%	58%	29%	11%	#
Physical Setting/Chemistry						
Number Tested	79	81	63	4	7	4
Number Scoring 55-100	74	74	57	#	5	#
Number Scoring 65-100	58	61	48	#	4	#
Number Scoring 85-100	18	19	14	#	0	#
Percentage of Tested Scoring 55-100	94%	91%	90%	#	71%	#
Percentage of Tested Scoring 65-100	73%	75%	76%	#	57%	#
Percentage of Tested Scoring 85-100	23%	23%	22%	#	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	20	20	19	0	2	0
Number Scoring 55-100	20	20	19	0	#	0
Number Scoring 65-100	20	20	19	0	#	0
Number Scoring 85-100	18	19	15	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	90%	95%	79%	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	64	70	2	5	6
Number Scoring 55-100	45	64	70	#	5	6
Number Scoring 65-100	44	63	69	#	4	6
Number Scoring 85-100	33	47	51	#	3	4
Percentage of Tested Scoring 55-100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	98%	98%	99%	#	80%	100%
Percentage of Tested Scoring 85-100	73%	73%	73%	#	60%	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	65	84	7	1	5	0
Number Scoring 55-100	57	70	5	#	5	0
Number Scoring 65-100	55	66	4	#	5	0
Number Scoring 85-100	39	24	1	#	2	0
Percentage of Tested Scoring 55-100	88%	83%	71%	#	100%	0%
Percentage of Tested Scoring 65-100	85%	79%	57%	#	100%	0%
Percentage of Tested Scoring 85-100	60%	29%	14%	#	40%	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%	2	#	0	0%
Students with Disabilities	0	0%	5	80%	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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	75	75	75	16	16	16	91	91	91
Number Scoring 55–64	2	0	0	1	0	0	3	0	0
Number Scoring 65–84	26	22	21	9	6	10	35	28	31
Number Scoring 85–100	43	51	53	0	3	2	43	54	55
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			8			1
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			5			#
Proficient (37-39)			1			#
Reading and Writing (Grade 9-12)						
Number Tested			8			1
Beginning (0-14)			0			#
Intermediate (15-24)			5			#
Advanced (25-32)			2			#
Proficient (33-35)			1			#

*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)