

# 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	2002-03	2003-04	2004-05
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	177	155	155
Tenth	129	165	160
Eleventh	136	141	153
Twelfth	129	127	124
Ungraded Secondary	6	0	0
Total K-12 Enrollment	577	588	592

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	5	0.9%	6	1.0%	8	1.4%
Black (Not Hispanic)	20	3.5%	34	5.8%	34	5.7%
Hispanic	18	3.1%	35	6.0%	37	6.3%
White (Not Hispanic)	534	92.5%	513	87.2%	513	86.7%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	0	25	22
Mathematics Grade 10	13	23	20
Science Grade 10	22	23	19
Social Studies Grade 10	25	22	25

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.4%	4	0.7%	2	0.3%
Eligible for Free Lunch	78	13.5%	46	7.8%	61	10.3%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.5%		91.3%		91.1%
Student Suspensions	46	8.6%	91	15.8%	39	6.6%

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

	2002-03	2003-04	2004-05
Reduced Lunch	5.9%	6.3%	6.9%
Public Assistance	11-20%	21-30%	11-20%
Student Stability	99%	98%	98%

### Staff Counts

Staff	2004-05
Total Teachers	45
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	5

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	93	104	95
	Regents Diplomas	53	64	69
	% Regents Diplomas	57%	62%	73%
	Regents Diplomas with Advanced Designation**			39
	% Regents Diplomas with Advanced Designation			41%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	6	7	6
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	17%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	6	4	6
<b>All Students</b>	Total Graduates*	99	111	101
	Regents Diplomas	53	64	70
	% Regents Diplomas	54%	58%	69%
	Regents Diplomas with Advanced Designation**			39
	% Regents Diplomas with Advanced Designation			39%
	IEP Diplomas or Local Certificates	6	4	6

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	33	45	2	0	8	0	7	0
	<b>Percent</b>	35%	47%	2%	0%	8%	0%	7%	0%
<b>Students with Disabilities</b>	<b>Number</b>	1	3	1	0	0	0	1	0
	<b>Percent</b>	17%	50%	17%	0%	0%	0%	17%	0%
<b>All Students</b>	<b>Number</b>	34	48	3	0	8	0	8	0
	<b>Percent</b>	34%	48%	3%	0%	8%	0%	8%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	9		23	4.6%	13	2.5%
	Entered GED Program*	0		4	0.8%	2	0.4%
	Total Noncompleters	9		27	5.4%	15	2.9%
<b>Students with Disabilities</b>	Dropped Out	0		7	7.6%	3	3.1%
	Entered GED Program*	0		1	1.1%	0	0.0%
	Total Noncompleters	0		8	8.7%	3	3.1%
<b>All Students</b>	Dropped Out	9	1.6%	30	5.1%	16	2.6%
	Entered GED Program*	0	0.0%	5	0.8%	2	0.3%
	Total Noncompleters	9	1.6%	35	5.9%	18	3.0%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	403	0
	Number of Students with Disabilities	0	63	0
	Number of All Students	0	466	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	140	510	506
	Number of Students with Disabilities	30	84	86
	Number of All Students	170	594	592
	Percent of Enrollment	29%	101%	100%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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%	9	78%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	11	45%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	55%	17	88%	9	89%
Science	3	#	0	0%	1	#
Reading	2	#	2	#	6	67%
Writing	2	#	0	0%	5	60%
Global Studies	2	#	0	0%	3	#
U.S. Hist & Gov't	5	20%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	44%	38	66%	23	70%
Science	7	71%	1	#	4	#
Reading	4	#	10	60%	19	37%
Writing	4	#	4	#	21	38%
Global Studies	13	23%	0	0%	6	0%
U.S. Hist & Gov't	3	#	0	0%	3	#

(Form - E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	115	117	140	6	12	22
Number Scoring 55-100	104	105	128	3	5	13
Number Scoring 65-100	99	103	113	2	5	6
Number Scoring 85-100	49	58	43	0	0	0
Percentage of Tested Scoring 55-100	90%	90%	91%	50%	42%	59%
Percentage of Tested Scoring 65-100	86%	88%	81%	33%	42%	27%
Percentage of Tested Scoring 85-100	43%	50%	31%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	97	158	142	2	15	13
Number Scoring 55-100	81	147	132	#	9	7
Number Scoring 65-100	69	125	119	#	3	5
Number Scoring 85-100	34	38	39	#	0	0
Percentage of Tested Scoring 55-100	84%	93%	93%	#	60%	54%
Percentage of Tested Scoring 65-100	71%	79%	84%	#	20%	38%
Percentage of Tested Scoring 85-100	35%	24%	27%	#	0%	0%
<b>Mathematics B</b>						
Number Tested	0	68	89	0	0	2
Number Scoring 55-100	0	60	75	0	0	#
Number Scoring 65-100	0	50	57	0	0	#
Number Scoring 85-100	0	12	12	0	0	#
Percentage of Tested Scoring 55-100	0%	88%	84%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	74%	64%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	18%	13%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	115	84	135	6	7	10
Number Scoring 55-100	108	78	126	6	3	5
Number Scoring 65-100	100	72	116	5	1	4
Number Scoring 85-100	50	40	45	1	0	0
Percentage of Tested Scoring 55-100	94%	93%	93%	100%	43%	50%
Percentage of Tested Scoring 65-100	87%	86%	86%	83%	14%	40%
Percentage of Tested Scoring 85-100	43%	48%	33%	17%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	115	67	130	6	6	15
Number Scoring 55-100	108	66	122	4	5	9
Number Scoring 65-100	103	62	113	2	4	5
Number Scoring 85-100	48	34	70	0	2	2
Percentage of Tested Scoring 55-100	94%	99%	94%	67%	83%	60%
Percentage of Tested Scoring 65-100	90%	93%	87%	33%	67%	33%
Percentage of Tested Scoring 85-100	42%	51%	54%	0%	33%	13%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	115	133	130	2	12	11
Number Scoring 55-100	109	128	128	#	11	10
Number Scoring 65-100	103	125	122	#	8	8
Number Scoring 85-100	26	47	42	#	1	2
Percentage of Tested Scoring 55-100	95%	96%	98%	#	92%	91%
Percentage of Tested Scoring 65-100	90%	94%	94%	#	67%	73%
Percentage of Tested Scoring 85-100	23%	35%	32%	#	8%	18%
<b>Physical Setting/Earth Science</b>						
Number Tested	164	151	127	14	15	12
Number Scoring 55-100	141	126	109	7	9	5
Number Scoring 65-100	134	118	91	6	4	1
Number Scoring 85-100	42	32	38	0	1	1
Percentage of Tested Scoring 55-100	86%	83%	86%	50%	60%	42%
Percentage of Tested Scoring 65-100	82%	78%	72%	43%	27%	8%
Percentage of Tested Scoring 85-100	26%	21%	30%	0%	7%	8%
<b>Physical Setting/Chemistry</b>						
Number Tested	20	19	46	0	0	0
Number Scoring 55-100	17	16	43	0	0	0
Number Scoring 65-100	15	11	34	0	0	0
Number Scoring 85-100	3	1	7	0	0	0
Percentage of Tested Scoring 55-100	85%	84%	93%	0%	0%	0%
Percentage of Tested Scoring 65-100	75%	58%	74%	0%	0%	0%
Percentage of Tested Scoring 85-100	15%	5%	15%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		0	14		0	0
Number Scoring 55-100		0	14		0	0
Number Scoring 65-100		0	14		0	0
Number Scoring 85-100		0	1		0	0
Percentage of Tested Scoring 55-100		0%	100%		0%	0%
Percentage of Tested Scoring 65-100		0%	100%		0%	0%
Percentage of Tested Scoring 85-100		0%	7%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	29	13	17	0	0	0
Number Scoring 55-100	28	13	17	0	0	0
Number Scoring 65-100	28	13	17	0	0	0
Number Scoring 85-100	17	9	9	0	0	0
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	59%	69%	53%	0%	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	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 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	65	61	50	0	0	1
Number Scoring 55-100	63	59	50	0	0	#
Number Scoring 65-100	63	59	50	0	0	#
Number Scoring 85-100	47	44	39	0	0	#
Percentage of Tested Scoring 55-100	97%	97%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	97%	97%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	72%	72%	78%	0%	0%	#
<b>Comprehensive Latin</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%

(Form - H)



## New York State Alternate Assessments (NYSAA) 2004–05

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

### 2001 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	110	110	110	19	19	19	129	129	129
Number Scoring 55–64	8	3	2	2	1	2	10	4	4
Number Scoring 65–84	39	27	59	3	1	5	42	28	64
Number Scoring 85–100	44	33	39	1	2	1	45	35	40
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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)