

# New York State School Report Card Comprehensive Information Report

BEDS Code: 57-03-02-06-0003  
 Name: Haverling Senior High School  
 Principal: Randy Brzezinski

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	164	153	161
Tenth	171	176	152
Eleventh	163	167	160
Twelfth	146	159	162
Ungraded Secondary	12	0	1
Total K-12 Enrollment	656	655	636

## 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	11	1.7%	11	1.7%	9	1.4%
Black (Not Hispanic)	4	0.6%	7	1.1%	11	1.7%
Hispanic	4	0.6%	5	0.8%	5	0.8%
White (Not Hispanic)	637	97.1%	632	96.5%	611	96.1%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	5	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	5	0	0
English Grade 10	15	19	16
Mathematics Grade 10	14	14	17
Science Grade 10	28	21	24
Social Studies Grade 10	16	18	19

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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	0	0.0%	1	0.2%	1	0.2%
Eligible for Free Lunch	118	18.0%	289	44.1%	143	22.5%

### 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		95.4%		94.6%		94.5%
Student Suspensions	0	0.0%	58	8.8%	78	11.9%

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

	2002-03	2003-04	2004-05
Reduced Lunch	7.9%	11.9%	9.0%
Public Assistance	21-30%	31-40%	41-50%
Student Stability	100%	94%	96%

### Staff Counts

Staff	2004-05
Total Teachers	50
Total Other Professional Staff	6
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 and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	14	137	144
	Regents Diplomas	1	97	133
	% Regents Diplomas	7%	71%	92%
	Regents Diplomas with Advanced Designation**			77
	% Regents Diplomas with Advanced Designation			53%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	0	2	3
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	3	8
<b>All Students</b>	Total Graduates*	14	139	147
	Regents Diplomas	1	97	133
	% Regents Diplomas	7%	70%	90%
	Regents Diplomas with Advanced Designation**			77
	% Regents Diplomas with Advanced Designation			52%
	IEP Diplomas or Local Certificates	0	3	8

\* 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>	44	58	2	12	21	0	4	3
	<b>Percent</b>	31%	40%	1%	8%	15%	0%	3%	2%
<b>Students with Disabilities</b>	<b>Number</b>	0	1	0	0	2	0	0	0
	<b>Percent</b>	0%	33%	0%	0%	67%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	44	59	2	12	23	0	4	3
	<b>Percent</b>	30%	40%	1%	8%	16%	0%	3%	2%

## 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	48		20	3.2%	13	2.2%
	Entered GED Program*	5		11	1.7%	8	1.3%
	Total Noncompleters	53		31	4.9%	21	3.5%
<b>Students with Disabilities</b>	Dropped Out	2		3	9.7%	1	3.0%
	Entered GED Program*	0		1	3.2%	2	6.1%
	Total Noncompleters	2		4	12.9%	3	9.1%
<b>All Students</b>	Dropped Out	50	7.6%	23	3.5%	14	2.2%
	Entered GED Program*	5	0.8%	12	1.8%	10	1.6%
	Total Noncompleters	55	8.4%	35	5.3%	24	3.8%

\*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	414	0
	Number of Students with Disabilities	0	68	0
	Number of All Students	0	482	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	602	578
	Number of Students with Disabilities	0	57	56
	Number of All Students	0	659	634
	Percent of Enrollment	0%	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	7	100%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	12	100%	7	86%	0	0%
Spanish	73	97%	0	0%	0	0%

## 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	5	100%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	180	79%	0	0%	4	#
Science	3	#	1	#	1	#
Reading	24	54%	0	0%	4	#
Writing	2	#	0	0%	4	#
Global Studies	84	90%	3	#	4	#
U.S. Hist & Gov't	0	0%	0	0%	2	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	2	#
Science	3	#	8	38%	6	83%
Reading	0	0%	2	#	4	#
Writing	0	0%	3	#	6	0%
Global Studies	1	#	4	#	8	13%
U.S. Hist & Gov't	0	0%	2	#	2	#

(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	155	160	164	2	2	9
Number Scoring 55-100	141	154	152	#	#	6
Number Scoring 65-100	136	148	145	#	#	4
Number Scoring 85-100	69	76	61	#	#	0
Percentage of Tested Scoring 55-100	91%	96%	93%	#	#	67%
Percentage of Tested Scoring 65-100	88%	93%	88%	#	#	44%
Percentage of Tested Scoring 85-100	45%	47%	37%	#	#	0%
<b>Mathematics A</b>						
Number Tested	122	146	164	0	8	7
Number Scoring 55-100	114	143	160	0	7	7
Number Scoring 65-100	102	135	153	0	6	6
Number Scoring 85-100	28	59	69	0	0	2
Percentage of Tested Scoring 55-100	93%	98%	98%	0%	88%	100%
Percentage of Tested Scoring 65-100	84%	92%	93%	0%	75%	86%
Percentage of Tested Scoring 85-100	23%	40%	42%	0%	0%	29%
<b>Mathematics B</b>						
Number Tested	169	95	66	0	0	0
Number Scoring 55-100	139	90	63	0	0	0
Number Scoring 65-100	111	87	57	0	0	0
Number Scoring 85-100	34	36	22	0	0	0
Percentage of Tested Scoring 55-100	82%	95%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	66%	92%	86%	0%	0%	0%
Percentage of Tested Scoring 85-100	20%	38%	33%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	166	165	155	4	9	5
Number Scoring 55-100	148	153	144	#	7	2
Number Scoring 65-100	139	145	133	#	3	1
Number Scoring 85-100	72	85	64	#	2	0
Percentage of Tested Scoring 55-100	89%	93%	93%	#	78%	40%
Percentage of Tested Scoring 65-100	84%	88%	86%	#	33%	20%
Percentage of Tested Scoring 85-100	43%	52%	41%	#	22%	0%
<b>U.S. History and Government</b>						
Number Tested	146	160	160	2	2	10
Number Scoring 55-100	145	156	153	#	#	9
Number Scoring 65-100	142	147	148	#	#	9
Number Scoring 85-100	60	87	89	#	#	2
Percentage of Tested Scoring 55-100	99%	97%	96%	#	#	90%
Percentage of Tested Scoring 65-100	97%	92%	93%	#	#	90%
Percentage of Tested Scoring 85-100	41%	54%	56%	#	#	20%

(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	175	110	152	6	5	6
Number Scoring 55-100	146	105	146	2	4	5
Number Scoring 65-100	134	90	135	2	2	4
Number Scoring 85-100	44	33	60	0	1	1
Percentage of Tested Scoring 55-100	83%	95%	96%	33%	80%	83%
Percentage of Tested Scoring 65-100	77%	82%	89%	33%	40%	67%
Percentage of Tested Scoring 85-100	25%	30%	39%	0%	20%	17%
<b>Physical Setting/Earth Science</b>						
Number Tested	77	181	109	1	7	4
Number Scoring 55-100	69	167	101	#	2	#
Number Scoring 65-100	68	147	86	#	1	#
Number Scoring 85-100	26	43	31	#	0	#
Percentage of Tested Scoring 55-100	90%	92%	93%	#	29%	#
Percentage of Tested Scoring 65-100	88%	81%	79%	#	14%	#
Percentage of Tested Scoring 85-100	34%	24%	28%	#	0%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	128	86	45	0	0	0
Number Scoring 55-100	111	83	45	0	0	0
Number Scoring 65-100	90	71	40	0	0	0
Number Scoring 85-100	19	8	13	0	0	0
Percentage of Tested Scoring 55-100	87%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	70%	83%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	15%	9%	29%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		36	45		0	0
Number Scoring 55-100		36	44		0	0
Number Scoring 65-100		32	44		0	0
Number Scoring 85-100		14	27		0	0
Percentage of Tested Scoring 55-100		100%	98%		0%	0%
Percentage of Tested Scoring 65-100		89%	98%		0%	0%
Percentage of Tested Scoring 85-100		39%	60%		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	28	11	16	0	0	0
Number Scoring 55-100	28	11	16	0	0	0
Number Scoring 65-100	28	11	16	0	0	0
Number Scoring 85-100	12	7	8	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	43%	64%	50%	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	75	74	52	0	1	0
Number Scoring 55-100	74	71	51	0	#	0
Number Scoring 65-100	74	70	50	0	#	0
Number Scoring 85-100	35	38	31	0	#	0
Percentage of Tested Scoring 55-100	99%	96%	98%	0%	#	0%
Percentage of Tested Scoring 65-100	99%	95%	96%	0%	#	0%
Percentage of Tested Scoring 85-100	47%	51%	60%	0%	#	0%
<b>Comprehensive Latin</b>						
Number Tested	18	13	18	0	0	0
Number Scoring 55-100	18	13	18	0	0	0
Number Scoring 65-100	18	13	18	0	0	0
Number Scoring 85-100	9	7	7	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	50%	54%	39%	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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	148	148	148	9	9	9	157	157	157
Number Scoring 55–64	2	2	3	0	0	2	2	2	5
Number Scoring 65–84	71	59	75	0	1	1	71	60	76
Number Scoring 85–100	69	82	66	0	0	0	69	82	66
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		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		1	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)