

# New York State District Report Card Comprehensive Information Report

BEDS Code: 66-05-01-06-0000  
 Name: Harrison Central School District  
 Superintendent: Louis N. Wool

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	304	313	291
First	283	300	312
Second	282	280	302
Third	284	281	271
Fourth	293	281	281
Fifth	278	288	276
Sixth	264	252	277
Ungraded Elementary	0	36	42
Seventh	266	264	260
Eighth	267	264	256
Ninth	227	244	221
Tenth	202	208	254
Eleventh	185	188	211
Twelfth	202	178	186
Ungraded Secondary	23	5	7
Total K-12 Enrollment	3360	3382	3447

## 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	288	8.6%	330	9.8%	311	9.0%
Black (Not Hispanic)	27	0.8%	20	0.6%	30	0.9%
Hispanic	306	9.1%	334	9.9%	355	10.3%
White (Not Hispanic)	2739	81.5%	2698	79.8%	2751	79.8%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	21	21
Common Branch	19	20	20
English Grade 8	21	21	20
Mathematics Grade 8	19	21	19
Science Grade 8	21	22	21
Social Studies Grade 8	21	21	21
English Grade 10	21	19	21
Mathematics Grade 10	14	16	20
Science Grade 10	10	20	18
Social Studies Grade 10	19	16	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
NA	NA

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	193	5.7%	206	6.1%	216	6.3%
Eligible for Free Lunch	124	3.7%	116	3.4%	104	3.0%

### 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		95.0%		96.3%		95.7%
Student Suspensions	81	2.5%	129	3.8%	75	2.2%

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

	2002-03	2003-04	2004-05
Reduced Lunch	2.1%	2.0%	1.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	310
Total Other Professional Staff	38
Total Paraprofessionals	110
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 and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	181	168	179
	Regents Diplomas	135	125	168
	% Regents Diplomas	75%	74%	94%
	Regents Diplomas with Advanced Designation**			119
	% Regents Diplomas with Advanced Designation			66%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	31	5	19
	Regents Diplomas	6	1	12
	% Regents Diplomas	19%	20%	63%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			11%
	IEP Diplomas or Local Certificates	1	0	3
<b>All Students</b>	Total Graduates*	212	173	198
	Regents Diplomas	141	126	180
	% Regents Diplomas	67%	73%	91%
	Regents Diplomas with Advanced Designation**			121
	% Regents Diplomas with Advanced Designation			61%
	IEP Diplomas or Local Certificates	1	0	3

\* 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>	137	12	0	1	9	0	16	4
	<b>Percent</b>	77%	7%	0%	1%	5%	0%	9%	2%
<b>Students with Disabilities</b>	<b>Number</b>	6	7	0	0	3	0	3	0
	<b>Percent</b>	32%	37%	0%	0%	16%	0%	16%	0%
<b>All Students</b>	<b>Number</b>	143	19	0	1	12	0	19	4
	<b>Percent</b>	72%	10%	0%	1%	6%	0%	10%	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	2		7	0.9%	7	0.9%
	Entered GED Program*	6		0	0.0%	2	0.3%
	Total Noncompleters	8		7	0.9%	9	1.1%
<b>Students with Disabilities</b>	Dropped Out	1		2	1.6%	1	0.7%
	Entered GED Program*	1		2	1.6%	1	0.7%
	Total Noncompleters	2		4	3.1%	2	1.4%
<b>All Students</b>	Dropped Out	3	0.4%	9	1.0%	8	0.9%
	Entered GED Program*	7	0.8%	2	0.2%	3	0.3%
	Total Noncompleters	10	1.2%	11	1.2%	11	1.2%

\*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	459	461
	Number of Students with Disabilities	0	71	62
	Number of All Students	0	530	523
	Percent of Enrollment	0%	67%	65%
9-12	Number of General-Education Students	0	520	0
	Number of Students with Disabilities	0	80	0
	Number of All Students	0	600	0
	Percent of Enrollment	0%	73%	0%

## 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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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	37	100%	0	0%	21	100%
German	0	0%	0	0%	0	0%
Italian	106	100%	0	0%	95	100%
Latin	15	93%	0	0%	0	0%
Spanish	102	99%	0	0%	98	100%

## 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%	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	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	0	0%	0	0%	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	0	0%	5	80%
U.S. Hist & Gov't	0	0%	0	0%	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	180	211	212	26	24	26
Number Scoring 55-100	161	199	207	16	21	22
Number Scoring 65-100	152	197	203	14	20	20
Number Scoring 85-100	82	114	124	3	2	4
Percentage of Tested Scoring 55-100	89%	94%	98%	62%	88%	85%
Percentage of Tested Scoring 65-100	84%	93%	96%	54%	83%	77%
Percentage of Tested Scoring 85-100	46%	54%	58%	12%	8%	15%
<b>Mathematics A</b>						
Number Tested	243	209	267	32	15	25
Number Scoring 55-100	225	207	258	25	15	20
Number Scoring 65-100	213	202	247	23	15	16
Number Scoring 85-100	89	99	108	6	3	2
Percentage of Tested Scoring 55-100	93%	99%	97%	78%	100%	80%
Percentage of Tested Scoring 65-100	88%	97%	93%	72%	100%	64%
Percentage of Tested Scoring 85-100	37%	47%	40%	19%	20%	8%
<b>Mathematics B</b>						
Number Tested	0	145	162	0	6	7
Number Scoring 55-100	0	119	146	0	4	6
Number Scoring 65-100	0	106	138	0	4	5
Number Scoring 85-100	0	36	56	0	1	1
Percentage of Tested Scoring 55-100	0%	82%	90%	0%	67%	86%
Percentage of Tested Scoring 65-100	0%	73%	85%	0%	67%	71%
Percentage of Tested Scoring 85-100	0%	25%	35%	0%	17%	14%
<b>Global History and Geography</b>						
Number Tested	198	206	252	21	23	32
Number Scoring 55-100	191	198	230	20	19	19
Number Scoring 65-100	186	192	221	18	16	16
Number Scoring 85-100	104	105	117	3	3	3
Percentage of Tested Scoring 55-100	96%	96%	91%	95%	83%	59%
Percentage of Tested Scoring 65-100	94%	93%	88%	86%	70%	50%
Percentage of Tested Scoring 85-100	53%	51%	46%	14%	13%	9%
<b>U.S. History and Government</b>						
Number Tested	181	184	212	26	22	28
Number Scoring 55-100	180	178	200	26	21	21
Number Scoring 65-100	172	165	192	21	14	17
Number Scoring 85-100	107	100	120	4	3	4
Percentage of Tested Scoring 55-100	99%	97%	94%	100%	95%	75%
Percentage of Tested Scoring 65-100	95%	90%	91%	81%	64%	61%
Percentage of Tested Scoring 85-100	59%	54%	57%	15%	14%	14%

(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	191	189	275	18	19	27
Number Scoring 55-100	191	182	254	18	13	21
Number Scoring 65-100	185	176	238	15	12	15
Number Scoring 85-100	92	73	80	2	1	1
Percentage of Tested Scoring 55-100	100%	96%	92%	100%	68%	78%
Percentage of Tested Scoring 65-100	97%	93%	87%	83%	63%	56%
Percentage of Tested Scoring 85-100	48%	39%	29%	11%	5%	4%
<b>Physical Setting/Earth Science</b>						
Number Tested	200	167	245	22	28	29
Number Scoring 55-100	192	156	235	16	21	22
Number Scoring 65-100	181	137	220	10	14	18
Number Scoring 85-100	105	32	102	1	1	3
Percentage of Tested Scoring 55-100	96%	93%	96%	73%	75%	76%
Percentage of Tested Scoring 65-100	91%	82%	90%	45%	50%	62%
Percentage of Tested Scoring 85-100	53%	19%	42%	5%	4%	10%
<b>Physical Setting/Chemistry</b>						
Number Tested	151	168	158	3	10	8
Number Scoring 55-100	145	162	148	#	9	7
Number Scoring 65-100	120	145	126	#	6	5
Number Scoring 85-100	26	29	34	#	0	0
Percentage of Tested Scoring 55-100	96%	96%	94%	#	90%	88%
Percentage of Tested Scoring 65-100	79%	86%	80%	#	60%	62%
Percentage of Tested Scoring 85-100	17%	17%	22%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		81	97		0	5
Number Scoring 55-100		73	95		0	5
Number Scoring 65-100		64	87		0	5
Number Scoring 85-100		20	31		0	0
Percentage of Tested Scoring 55-100		90%	98%		0%	100%
Percentage of Tested Scoring 65-100		79%	90%		0%	100%
Percentage of Tested Scoring 85-100		25%	32%		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	15	13	27	0	0	0
Number Scoring 55-100	15	13	27	0	0	0
Number Scoring 65-100	15	13	27	0	0	0
Number Scoring 85-100	14	11	24	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	93%	85%	89%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	43	45	76	1	5	1
Number Scoring 55-100	43	45	76	#	5	#
Number Scoring 65-100	43	45	76	#	5	#
Number Scoring 85-100	30	28	52	#	2	#
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	70%	62%	68%	#	40%	#
<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	82	86	79	2	0	2
Number Scoring 55-100	81	86	78	#	0	#
Number Scoring 65-100	80	86	77	#	0	#
Number Scoring 85-100	41	74	55	#	0	#
Percentage of Tested Scoring 55-100	99%	100%	99%	#	0%	#
Percentage of Tested Scoring 65-100	98%	100%	97%	#	0%	#
Percentage of Tested Scoring 85-100	50%	86%	70%	#	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)



## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	250	1%	3%	32%	64%
	Students with Disabilities	34	18%	6%	65%	12%
	All Students	284	3%	3%	36%	58%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	230	0%	5%	53%	41%
	Students with Disabilities	28	0%	54%	46%	0%
	All Students	258	0%	10%	52%	37%

(Form – I)

## 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	1	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	171	171	171	20	20	20	191	191	191
Number Scoring 55–64	0	3	1	2	3	5	2	6	6
Number Scoring 65–84	63	63	78	12	11	12	75	74	90
Number Scoring 85–100	103	101	92	2	3	0	105	104	92
Approved Alternatives	2	0	0	1	0	0	3	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 K-1)</b>						
Number Tested		67	0		2	0
Beginning		7	0		#	0
Intermediate		12	0		#	0
Advanced		23	0		#	0
Proficient		25	0		#	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		67	0		2	0
Beginning		10	0		#	0
Intermediate		14	0		#	0
Advanced		24	0		#	0
Proficient		19	0		#	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		62	71		1	7
Beginning		2	1		#	0
Intermediate		8	4		#	0
Advanced		12	20		#	1
Proficient		40	46		#	6
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		62	71		1	7
Beginning		7	2		#	1
Intermediate		24	6		#	3
Advanced		18	32		#	1
Proficient		13	31		#	2
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		31	26		2	3
Beginning		1	1		#	#
Intermediate		2	4		#	#
Advanced		2	6		#	#
Proficient		26	15		#	#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		31	26		2	3
Beginning		3	1		#	#
Intermediate		5	5		#	#
Advanced		15	6		#	#
Proficient		8	14		#	#

\*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 - K)

# 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		22	22		1	0
Beginning		1	0		#	0
Intermediate		5	2		#	0
Advanced		11	2		#	0
Proficient		5	18		#	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		22	22		1	0
Beginning		3	1		#	0
Intermediate		5	4		#	0
Advanced		9	5		#	0
Proficient		5	12		#	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		25	26		0	1
Beginning		3	0		0	#
Intermediate		6	6		0	#
Advanced		11	11		0	#
Proficient		5	9		0	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		25	27		0	1
Beginning		1	0		0	#
Intermediate		11	8		0	#
Advanced		11	9		0	#
Proficient		2	10		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)