

New York State School Report Card

Comprehensive Information Report

BEDS Code: 28-05-17-03-0010
 Name: Hicksville High School
 Principal: Brijinder Singh

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	371	358	419
Tenth	337	378	353
Eleventh	332	368	369
Twelfth	358	321	311
Ungraded Secondary	27	16	25
Total K-12 Enrollment	1425	1441	1477

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	248	17.4%	248	17.2%	254	17.2%
Black (Not Hispanic)	25	1.8%	37	2.6%	36	2.4%
Hispanic	197	13.8%	203	14.1%	214	14.5%
White (Not Hispanic)	955	67.0%	953	66.1%	973	65.9%

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	24
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	24	24	23
Mathematics Grade 10	28	23	23
Science Grade 10	22	20	22
Social Studies Grade 10	29	25	27

(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	71	5.0%	88	6.1%	77	5.2%
Eligible for Free Lunch	35	2.5%	55	3.8%	81	5.5%

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		94.1%		93.7%		94.9%
Student Suspensions	101	7.4%	105	7.4%	104	7.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.4%	1.9%	4.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	95%	97%	98%

Staff Counts

Staff	2003-04
Total Teachers	99
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*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	288	190	66%	268	193	72%	257	185	72%
Students with Disabilities	20	0	0%	39	11	28%	32	4	12%
All Students	308	190	62%	307	204	66%	289	189	65%

*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	151	103	10	3	13	9
Percent	52%	36%	3%	1%	4%	3%

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)
32	4	9	41

*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	21		11		19	1.5%
	Entered GED Program*	20		18		8	0.6%
	Total Noncompleters	41		29		27	2.1%
Students with Disabilities	Dropped Out	1		2		3	1.4%
	Entered GED Program*	2		3		2	0.9%
	Total Noncompleters	3		5		5	2.3%
All Students	Dropped Out	22	1.5%	13	0.9%	22	1.5%
	Entered GED Program*	22	1.5%	21	1.5%	10	0.7%
	Total Noncompleters	44	3.1%	34	2.4%	32	2.1%

*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	0	0	1279
	Number of Students with Disabilities	0	169	198
	Number of All Students	0	169	1477
	Percent of Enrollment	0%	12%	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; completion 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	51	51%	0	0%	50	66%

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	5	0%	0	0%	6	67%

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%	1	#	0	0%
Science	2	#	1	#	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	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	9	100%	17	94%	12	75%
Science	9	100%	30	60%	24	50%
Reading	1	#	6	100%	3	#
Writing	1	#	8	63%	4	#
Global Studies	29	100%	30	43%	10	80%
U.S. Hist & Gov't	15	100%	25	44%	22	45%

(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	318	332	346	44	41	38
Number Scoring 55–100	308	306	335	35	19	30
Number Scoring 65–100	291	292	317	26	13	21
Number Scoring 85–100	189	162	216	3	0	3
Percentage of Tested Scoring 55–100	97%	92%	97%	80%	46%	79%
Percentage of Tested Scoring 65–100	92%	88%	92%	59%	32%	55%
Percentage of Tested Scoring 85–100	59%	49%	62%	7%	0%	8%
Mathematics A						
Number Tested	66	376	427	1	42	46
Number Scoring 55–100	59	318	418	#	26	40
Number Scoring 65–100	57	300	394	#	23	34
Number Scoring 85–100	57	45	135	#	2	3
Percentage of Tested Scoring 55–100	89%	85%	98%	#	62%	87%
Percentage of Tested Scoring 65–100	86%	80%	92%	#	55%	74%
Percentage of Tested Scoring 85–100	86%	12%	32%	#	5%	7%
Mathematics B						
Number Tested	0	56	153	0	0	2
Number Scoring 55–100	0	55	131	0	0	#
Number Scoring 65–100	0	55	105	0	0	#
Number Scoring 85–100	0	23	38	0	0	#
Percentage of Tested Scoring 55–100	0%	98%	86%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	98%	69%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	41%	25%	0%	0%	#
Global History and Geography						
Number Tested	351	382	378	43	47	52
Number Scoring 55–100	316	344	364	22	28	46
Number Scoring 65–100	292	319	351	15	20	42
Number Scoring 85–100	93	130	195	0	3	12
Percentage of Tested Scoring 55–100	90%	90%	96%	51%	60%	88%
Percentage of Tested Scoring 65–100	83%	84%	93%	35%	43%	81%
Percentage of Tested Scoring 85–100	26%	34%	52%	0%	6%	23%
U.S. History and Government						
Number Tested	339	339	348	41	42	39
Number Scoring 55–100	312	322	331	27	30	29
Number Scoring 65–100	279	303	306	20	22	16
Number Scoring 85–100	94	136	161	0	1	4
Percentage of Tested Scoring 55–100	92%	95%	95%	66%	71%	74%
Percentage of Tested Scoring 65–100	82%	89%	88%	49%	52%	41%
Percentage of Tested Scoring 85–100	28%	40%	46%	0%	2%	10%

(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	319	328	361	24	26	39
Number Scoring 55–100	313	317	357	23	21	39
Number Scoring 65–100	306	304	339	22	18	34
Number Scoring 85–100	116	105	116	0	4	3
Percentage of Tested Scoring 55–100	98%	97%	99%	96%	81%	100%
Percentage of Tested Scoring 65–100	96%	93%	94%	92%	69%	87%
Percentage of Tested Scoring 85–100	36%	32%	32%	0%	15%	8%
Physical Setting/Earth Science						
Number Tested	321	319	290	48	64	51
Number Scoring 55–100	296	296	254	34	48	30
Number Scoring 65–100	246	262	222	19	33	20
Number Scoring 85–100	63	87	58	0	7	2
Percentage of Tested Scoring 55–100	92%	93%	88%	71%	75%	59%
Percentage of Tested Scoring 65–100	77%	82%	77%	40%	52%	39%
Percentage of Tested Scoring 85–100	20%	27%	20%	0%	11%	4%
Physical Setting/Chemistry						
Number Tested	205	216	222	4	3	5
Number Scoring 55–100	183	173	179	#	#	3
Number Scoring 65–100	112	132	109	#	#	1
Number Scoring 85–100	16	19	30	#	#	0
Percentage of Tested Scoring 55–100	89%	80%	81%	#	#	60%
Percentage of Tested Scoring 65–100	55%	61%	49%	#	#	20%
Percentage of Tested Scoring 85–100	8%	9%	14%	#	#	0%
Physical Setting/Physics						
Number Tested			9			0
Number Scoring 55–100			8			0
Number Scoring 65–100			8			0
Number Scoring 85–100			4			0
Percentage of Tested Scoring 55–100			89%			0%
Percentage of Tested Scoring 65–100			89%			0%
Percentage of Tested Scoring 85–100			44%			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	19	30	11	1	1	0
Number Scoring 55–100	19	29	11	#	#	0
Number Scoring 65–100	19	29	11	#	#	0
Number Scoring 85–100	9	18	9	#	#	0
Percentage of Tested Scoring 55–100	100%	97%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	97%	100%	#	#	0%
Percentage of Tested Scoring 85–100	47%	60%	82%	#	#	0%
Comprehensive Italian						
Number Tested	48	43	63	1	2	1
Number Scoring 55–100	48	43	63	#	#	#
Number Scoring 65–100	47	42	63	#	#	#
Number Scoring 85–100	26	23	49	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	98%	98%	100%	#	#	#
Percentage of Tested Scoring 85–100	54%	53%	78%	#	#	#
Comprehensive German						
Number Tested	12	12	14	0	0	1
Number Scoring 55–100	12	12	14	0	0	#
Number Scoring 65–100	10	10	14	0	0	#
Number Scoring 85–100	2	5	9	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	83%	83%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	17%	42%	64%	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	160	135	158	2	5	4
Number Scoring 55–100	158	133	154	#	5	#
Number Scoring 65–100	153	132	143	#	5	#
Number Scoring 85–100	89	70	61	#	0	#
Percentage of Tested Scoring 55–100	99%	99%	97%	#	100%	#
Percentage of Tested Scoring 65–100	96%	98%	91%	#	100%	#
Percentage of Tested Scoring 85–100	56%	52%	39%	#	0%	#
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	201	149	0	6	1	0
Number Scoring 55–100	149	78	0	4	#	0
Number Scoring 65–100	134	64	0	4	#	0
Number Scoring 85–100	66	13	0	1	#	0
Percentage of Tested Scoring 55–100	74%	52%	0%	67%	#	0%
Percentage of Tested Scoring 65–100	67%	43%	0%	67%	#	0%
Percentage of Tested Scoring 85–100	33%	9%	0%	17%	#	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	37	100%	35	100%	45	93%
Students with Disabilities	22	100%	18	78%	18	61%

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	287	287	287	45	45	45	332	332	332
Number Scoring 55–64	3	8	5	10	8	5	13	16	10
Number Scoring 65–84	175	128	146	15	20	25	190	148	171
Number Scoring 85–100	90	132	126	0	1	0	90	133	126
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			60			1
Beginning (0-18)			12			#
Intermediate (19-31)			17			#
Advanced (32-36)			14			#
Proficient (37-39)			17			#
Reading and Writing (Grade 9-12)						
Number Tested			60			1
Beginning (0-14)			15			#
Intermediate (15-24)			18			#
Advanced (25-32)			24			#
Proficient (33-35)			3			#

*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)