

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-04-03-03-0013

Grade Range : 9-12

Name: Huntington High School

Principal: Carmella Leonardi

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	251	282	299
Tenth	289	240	270
Eleventh	266	263	202
Twelfth	268	259	253
Ungraded Secondary	25	53	52
Total K-12 Enrollment	1099	1097	1076

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	22	2.0%	20	1.8%	15	1.4%
Black (Not Hispanic)	167	15.2%	170	15.5%	120	11.2%
Hispanic	213	19.4%	242	22.1%	212	19.7%
White (Not Hispanic)	697	63.4%	665	60.6%	729	67.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	21	20	21
Mathematics Grade 10	22	18	21
Science Grade 10	22	19	22
Social Studies Grade 10	21	18	19

(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
51	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 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	88	8.0%	127	11.6%	74	6.9%
Eligible for Free Lunch	99	9.0%	161	14.7%	151	14.0%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.7%		91.4%		91.8%
Student Suspensions	260	22.4%	338	30.8%	206	18.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.9%	2.9%	3.0%
Public Assistance	11-20%	1-10%	21-30%
Student Stability	91%	98%	98%

Staff Counts

Staff	2002–2003
Total Teachers	95
Total Other Professional Staff	17
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	212	127	60%	184	117	64%	216	153	71%
Students with Disabilities	14	0	0%	17	1	6%	28	2	7%
All Students	226	127	56%	201	118	59%	244	155	64%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	190	28	2	3	10	11
Percent	78%	11%	1%	1%	4%	5%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
28	2	2	30

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			23		24	
	Entered GED Program*			18		10	
	Total Noncompleters			41		34	
Students with Disabilities	Dropped Out			1		2	
	Entered GED Program*			2		3	
	Total Noncompleters			3		5	
All Students	Dropped Out	39	3.5%	24	2.2%	26	2.4%
	Entered GED Program*	21	1.9%	20	1.8%	13	1.2%
	Total Noncompleters	60	5.5%	44	4.0%	39	3.6%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000–01	2001–02	2002–03
K–1		0%	0%
2–3		0%	0%

Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9–12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	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	2000–2001		2001–2002		2002–2003	
	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%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	3	#
Science	23	78%	1	#	4	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	7	71%	0	0%	1	#
U.S. Hist & Gov't	14	21%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	33	88%	58	57%	59	66%
Science	9	22%	51	45%	48	40%
Reading	10	70%	13	85%	19	63%
Writing	13	100%	9	78%	24	79%
Global Studies	11	18%	16	31%	33	55%
U.S. Hist & Gov't	14	50%	13	23%	24	46%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	277	289	242	34	28	30
Number Scoring 55–100	252	260	200	23	16	10
Number Scoring 65–100	193	214	188	13	8	6
Number Scoring 85–100	47	86	80	0	1	0
Percentage of Tested Scoring 55–100	91%	90%	83%	68%	57%	33%
Percentage of Tested Scoring 65–100	70%	74%	78%	38%	29%	20%
Percentage of Tested Scoring 85–100	17%	30%	33%	0%	4%	0%
Mathematics A						
Number Tested	139	144	300	21	23	21
Number Scoring 55–100	42	46	243	7	2	6
Number Scoring 65–100	11	20	200	2	1	4
Number Scoring 85–100	2	2	64	0	1	1
Percentage of Tested Scoring 55–100	30%	32%	81%	33%	9%	29%
Percentage of Tested Scoring 65–100	8%	14%	67%	10%	4%	19%
Percentage of Tested Scoring 85–100	1%	1%	21%	0%	4%	5%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	285	212	264	34	30	36
Number Scoring 55–100	269	183	229	27	16	21
Number Scoring 65–100	232	153	208	14	4	14
Number Scoring 85–100	110	52	102	3	0	2
Percentage of Tested Scoring 55–100	94%	86%	87%	79%	53%	58%
Percentage of Tested Scoring 65–100	81%	72%	79%	41%	13%	39%
Percentage of Tested Scoring 85–100	39%	25%	39%	9%	0%	6%
U.S. History and Government (first administered June 2001)						
Number Tested	251	274	226	28	25	34
Number Scoring 55–100	212	236	206	15	11	18
Number Scoring 65–100	180	201	189	12	7	11
Number Scoring 85–100	91	99	103	3	1	1
Percentage of Tested Scoring 55–100	84%	86%	91%	54%	44%	53%
Percentage of Tested Scoring 65–100	72%	73%	84%	43%	28%	32%
Percentage of Tested Scoring 85–100	36%	36%	46%	11%	4%	3%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	256	215	250	27	24	33
Number Scoring 55–100	246	207	235	25	21	25
Number Scoring 65–100	226	192	221	15	13	20
Number Scoring 85–100	65	65	85	1	0	2
Percentage of Tested Scoring 55–100	96%	96%	94%	93%	88%	76%
Percentage of Tested Scoring 65–100	88%	89%	88%	56%	54%	61%
Percentage of Tested Scoring 85–100	25%	30%	34%	4%	0%	6%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	140	158	186	3	8	7
Number Scoring 55–100	125	149	183	#	7	7
Number Scoring 65–100	113	136	169	#	4	6
Number Scoring 85–100	34	39	73	#	2	3
Percentage of Tested Scoring 55–100	89%	94%	98%	#	88%	100%
Percentage of Tested Scoring 65–100	81%	86%	91%	#	50%	86%
Percentage of Tested Scoring 85–100	24%	25%	39%	#	25%	43%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		195	143		1	1
Number Scoring 55–100		192	131		#	#
Number Scoring 65–100		150	103		#	#
Number Scoring 85–100		19	18		#	#
Percentage of Tested Scoring 55–100		98%	92%		#	#
Percentage of Tested Scoring 65–100		77%	72%		#	#
Percentage of Tested Scoring 85–100		10%	13%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	28	23	17	0	0	0
Number Scoring 55–100	28	23	17	0	0	0
Number Scoring 65–100	28	23	17	0	0	0
Number Scoring 85–100	22	17	14	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	79%	74%	82%	0%	0%	0%
Comprehensive Italian						
Number Tested	24	21	2	0	0	0
Number Scoring 55–100	24	21	#	0	0	0
Number Scoring 65–100	24	21	#	0	0	0
Number Scoring 85–100	19	9	#	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	79%	43%	#	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	198	114	152	2	2	5
Number Scoring 55–100	197	107	148	#	#	5
Number Scoring 65–100	195	107	141	#	#	4
Number Scoring 85–100	124	75	88	#	#	2
Percentage of Tested Scoring 55–100	99%	94%	97%	#	#	100%
Percentage of Tested Scoring 65–100	98%	94%	93%	#	#	80%
Percentage of Tested Scoring 85–100	63%	66%	58%	#	#	40%
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	157	153	42	1	2	2
Number Scoring 55–100	120	120	28	#	#	#
Number Scoring 65–100	106	98	22	#	#	#
Number Scoring 85–100	44	46	7	#	#	#
Percentage of Tested Scoring 55–100	76%	78%	67%	#	#	#
Percentage of Tested Scoring 65–100	68%	64%	52%	#	#	#
Percentage of Tested Scoring 85–100	28%	30%	17%	#	#	#
Sequential Mathematics, Course III						
Number Tested	122	145	132	0	3	3
Number Scoring 55–100	107	125	112	0	#	#
Number Scoring 65–100	94	106	100	0	#	#
Number Scoring 85–100	46	57	45	0	#	#
Percentage of Tested Scoring 55–100	88%	86%	85%	0%	#	#
Percentage of Tested Scoring 65–100	77%	73%	76%	0%	#	#
Percentage of Tested Scoring 85–100	38%	39%	34%	0%	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	25	96%	15	100%	5	100%
Students with Disabilities	3	#	10	100%	9	89%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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	#	#	#	#

1999 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	209	209	209	22	22	22	231	231	231
Number Scoring 55–64	8	14	4	7	3	3	15	17	7
Number Scoring 65–84	95	93	122	11	12	13	106	105	135
Number Scoring 85–100	101	95	79	1	2	1	102	97	80
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)