

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-04-09-03-0008

Grade Range : 9-12

Name: Herricks High School

Principal: Jane MODOONO

## 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	305	320	344
Tenth	293	307	319
Eleventh	301	302	308
Twelfth	310	293	296
Ungraded Secondary	8	8	0
Total K-12 Enrollment	1217	1230	1267

## 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	443	36.4%	448	36.4%	467	36.9%
Black (Not Hispanic)	4	0.3%	2	0.2%	3	0.2%
Hispanic	41	3.4%	50	4.1%	49	3.9%
White (Not Hispanic)	729	59.9%	730	59.3%	748	59.0%

## 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	18	19	21
Mathematics Grade 10	16	15	19
Science Grade 10	20	21	23
Social Studies Grade 10	22	19	24

(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
53	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 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	23	1.9%	25	2.0%	20	1.6%
Eligible for Free Lunch	18	1.5%	28	2.3%	21	1.7%

### 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		95.4%		95.1%		94.8%
Student Suspensions	72	5.9%	73	6.0%	57	4.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.7%	0.8%	1.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	100%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	111
Total Other Professional Staff	20
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	276	224	81%	254	219	86%	251	214	85%
Students with Disabilities	31	2	6%	22	10	45%	31	11	35%
All Students	307	226	74%	276	229	83%	282	225	80%

\*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	248	25	4	0	1	4
Percent	88%	9%	1%	0%	0%	1%

## 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)
31	11	0	31

\*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			2		5	
	Entered GED Program*			2		4	
	Total Noncompleters			4		9	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			1		3	
	Total Noncompleters			1		3	
All Students	Dropped Out	3	0.2%	2	0.2%	5	0.4%
	Entered GED Program*	6	0.5%	3	0.2%	7	0.6%
	Total Noncompleters	9	0.7%	5	0.4%	12	0.9%

\*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		90	55
	Number of Students with Disabilities		0	27
	Number of All Students		90	82
	Percent of Enrollment		7%	6%

## 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	15	93%	1	#	40	88%

### 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%	3	#

(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	1	#	0	0%	0	0%
Science	9	78%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	8	88%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	94%	2	#	13	77%
Science	13	77%	1	#	7	29%
Reading	3	#	2	#	0	0%
Writing	4	#	2	#	0	0%
Global Studies	5	40%	2	#	10	60%
U.S. Hist & Gov't	7	71%	2	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	305	296	296	30	32	26
Number Scoring 55–100	304	293	292	30	30	24
Number Scoring 65–100	299	291	290	27	30	24
Number Scoring 85–100	201	230	222	6	8	7
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	94%	92%
Percentage of Tested Scoring 65–100	98%	98%	98%	90%	94%	92%
Percentage of Tested Scoring 85–100	66%	78%	75%	20%	25%	27%
<b>Mathematics A</b>						
Number Tested	0	276	353	0	15	39
Number Scoring 55–100	0	264	338	0	13	31
Number Scoring 65–100	0	250	322	0	11	24
Number Scoring 85–100	0	181	144	0	4	2
Percentage of Tested Scoring 55–100	0%	96%	96%	0%	87%	79%
Percentage of Tested Scoring 65–100	0%	91%	91%	0%	73%	62%
Percentage of Tested Scoring 85–100	0%	66%	41%	0%	27%	5%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	305	299	321	35	22	44
Number Scoring 55–100	304	297	313	34	21	39
Number Scoring 65–100	301	294	304	34	21	33
Number Scoring 85–100	173	158	161	5	3	6
Percentage of Tested Scoring 55–100	100%	99%	98%	97%	95%	89%
Percentage of Tested Scoring 65–100	99%	98%	95%	97%	95%	75%
Percentage of Tested Scoring 85–100	57%	53%	50%	14%	14%	14%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	289	298	303	29	31	29
Number Scoring 55–100	285	295	301	27	31	29
Number Scoring 65–100	280	290	299	26	28	28
Number Scoring 85–100	195	169	207	9	9	12
Percentage of Tested Scoring 55–100	99%	99%	99%	93%	100%	100%
Percentage of Tested Scoring 65–100	97%	97%	99%	90%	90%	97%
Percentage of Tested Scoring 85–100	67%	57%	68%	31%	29%	41%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	258	330	346	23	58	41
Number Scoring 55–100	258	330	344	23	58	39
Number Scoring 65–100	257	329	339	22	57	37
Number Scoring 85–100	119	167	178	4	3	5
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	95%
Percentage of Tested Scoring 65–100	100%	100%	98%	96%	98%	90%
Percentage of Tested Scoring 85–100	46%	51%	51%	17%	5%	12%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	205	203	206	22	12	40
Number Scoring 55–100	199	199	199	19	12	39
Number Scoring 65–100	193	195	193	16	11	37
Number Scoring 85–100	87	105	96	5	4	16
Percentage of Tested Scoring 55–100	97%	98%	97%	86%	100%	97%
Percentage of Tested Scoring 65–100	94%	96%	94%	73%	92%	93%
Percentage of Tested Scoring 85–100	42%	52%	47%	23%	33%	40%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		247	279		14	18
Number Scoring 55–100		236	272		9	16
Number Scoring 65–100		209	241		4	9
Number Scoring 85–100		81	83		1	0
Percentage of Tested Scoring 55–100		96%	97%		64%	89%
Percentage of Tested Scoring 65–100		85%	86%		29%	50%
Percentage of Tested Scoring 85–100		33%	30%		7%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	38	25	24	0	0	0
Number Scoring 55–100	37	25	24	0	0	0
Number Scoring 65–100	37	25	24	0	0	0
Number Scoring 85–100	29	14	17	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	76%	56%	71%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	21	26	41	0	1	4
Number Scoring 55–100	20	26	40	0	#	#
Number Scoring 65–100	20	25	40	0	#	#
Number Scoring 85–100	11	13	24	0	#	#
Percentage of Tested Scoring 55–100	95%	100%	98%	0%	#	#
Percentage of Tested Scoring 65–100	95%	96%	98%	0%	#	#
Percentage of Tested Scoring 85–100	52%	50%	59%	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	180	210	209	5	1	3
Number Scoring 55–100	180	210	209	5	#	#
Number Scoring 65–100	179	209	209	5	#	#
Number Scoring 85–100	155	182	181	5	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	#
Percentage of Tested Scoring 65–100	99%	100%	100%	100%	#	#
Percentage of Tested Scoring 85–100	86%	87%	87%	100%	#	#
<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)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	292	307	9	23	21	2
Number Scoring 55–100	270	293	9	18	16	#
Number Scoring 65–100	251	279	8	16	16	#
Number Scoring 85–100	155	161	3	2	2	#
Percentage of Tested Scoring 55–100	92%	95%	100%	78%	76%	#
Percentage of Tested Scoring 65–100	86%	91%	89%	70%	76%	#
Percentage of Tested Scoring 85–100	53%	52%	33%	9%	10%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	318	261	258	8	11	12
Number Scoring 55–100	316	260	255	8	11	11
Number Scoring 65–100	310	252	250	8	11	11
Number Scoring 85–100	217	187	171	3	6	3
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	100%	92%
Percentage of Tested Scoring 65–100	97%	97%	97%	100%	100%	92%
Percentage of Tested Scoring 85–100	68%	72%	66%	38%	55%	25%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	92	100%	77	100%	85	100%
Students with Disabilities	4	#	5	100%	7	57%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<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	#	#	#	#

## 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	252	252	252	31	31	31	283	283	283
Number Scoring 55–64	0	0	2	0	1	2	0	1	4
Number Scoring 65–84	80	93	86	25	17	22	105	110	108
Number Scoring 85–100	163	157	160	4	11	5	167	168	165
Approved Alternatives	6	0	0	0	0	0	6	0	0

(Form – K)