

New York State School Report Card Comprehensive Information Report

BEDS Code: 44-16-00-01-0003
 Name: Heritage Junior High School
 Principal: Joseph Raiti

Grade Range : 7-9

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	237	279	259
Eighth	238	240	275
Ninth	279	277	241
Tenth	0	0	0
Eleventh	0	0	0
Twelfth	0	0	0
Ungraded Secondary	57	65	63
Total K-12 Enrollment	811	861	838

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	19	2.3%	20	2.3%	30	3.6%
Black (Not Hispanic)	280	34.5%	302	35.1%	266	31.7%
Hispanic	206	25.4%	230	26.7%	247	29.5%
White (Not Hispanic)	306	37.7%	309	35.9%	295	35.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	24	23	23
Mathematics Grade 8	24	23	26
Science Grade 8	25	24	26
Social Studies Grade 8	24	24	25
English Grade 10	0	0	25
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	0	0

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
26	All schools in this group are middle level schools in urban or suburban 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 middle 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	18	2.2%	22	2.6%	20	2.4%
Eligible for Free Lunch	369	45.5%	350	40.6%	375	44.8%

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		91.8%		90.0%		89.7%
Student Suspensions	102	12.0%	193	23.8%	226	26.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.5%	11.0%	11.9%
Public Assistance	11-20%	11-20%	21-30%
Student Stability	98%	89%	100%

Staff Counts

Staff	2002–2003
Total Teachers	69
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	18
Teachers with Temporary Licenses	4

*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	0	0	0%	0	0	0%	0	0	0%
Students with Disabilities	0	0	0%	8	0	0%	0	0	0%
All Students	0	0	0%	8	0	0%	0	0	0%

*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	0	0	0	0	0	0
Percent	0%	0%	0%	0%	0%	0%

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)
0	0	0	0

*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			0		7	
	Entered GED Program*			0		0	
	Total Noncompleters			0		7	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	0	0.0%	1	0.3%	7	2.7%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	1	0.3%	7	2.7%

*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	19	84%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	13	62%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	120	73%	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%	0	0%	0	0%
Science	0	0%	0	0%	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	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	9	67%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	3	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	0	0%	5	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	0	8	2	0	0	0
Number Scoring 55–100	0	6	#	0	0	0
Number Scoring 65–100	0	3	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	75%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	38%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
Mathematics A						
Number Tested	0	6	53	0	1	0
Number Scoring 55–100	0	2	51	0	#	0
Number Scoring 65–100	0	2	48	0	#	0
Number Scoring 85–100	0	0	2	0	#	0
Percentage of Tested Scoring 55–100	0%	33%	96%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	33%	91%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	0%	4%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	10	0	0	0
Number Scoring 55–100	0	0	10	0	0	0
Number Scoring 65–100	0	0	10	0	0	0
Number Scoring 85–100	0	0	2	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	20%	0%	0%	0%
Global History and Geography						
Number Tested	0	13	0	0	3	0
Number Scoring 55–100	0	3	0	0	#	0
Number Scoring 65–100	0	2	0	0	#	0
Number Scoring 85–100	0	0	0	0	#	0
Percentage of Tested Scoring 55–100	0%	23%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	15%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	0	17	0	0	3	0
Number Scoring 55–100	0	9	0	0	#	0
Number Scoring 65–100	0	2	0	0	#	0
Number Scoring 85–100	0	0	0	0	#	0
Percentage of Tested Scoring 55–100	0%	53%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	12%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	145	104	144	0	3	1
Number Scoring 55–100	136	93	135	0	#	#
Number Scoring 65–100	119	88	112	0	#	#
Number Scoring 85–100	9	8	12	0	#	#
Percentage of Tested Scoring 55–100	94%	89%	94%	0%	#	#
Percentage of Tested Scoring 65–100	82%	85%	78%	0%	#	#
Percentage of Tested Scoring 85–100	6%	8%	8%	0%	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	62	9	56	0	1	1
Number Scoring 55–100	61	8	54	0	#	#
Number Scoring 65–100	55	6	51	0	#	#
Number Scoring 85–100	7	0	16	0	#	#
Percentage of Tested Scoring 55–100	98%	89%	96%	0%	#	#
Percentage of Tested Scoring 65–100	89%	67%	91%	0%	#	#
Percentage of Tested Scoring 85–100	11%	0%	29%	0%	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of Tested Scoring 55–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%
Percentage of Tested Scoring 85–100		0%	0%		0%	0%
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	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 Italian						
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 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	13	3	0	0	0	0
Number Scoring 55–100	13	#	0	0	0	0
Number Scoring 65–100	13	#	0	0	0	0
Number Scoring 85–100	13	#	0	0	0	0
Percentage of Tested Scoring 55–100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	100%	#	0%	0%	0%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	55	3	0	0	0	0
Number Scoring 55–100	49	#	0	0	0	0
Number Scoring 65–100	48	#	0	0	0	0
Number Scoring 85–100	22	#	0	0	0	0
Percentage of Tested Scoring 55–100	89%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	87%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	#	0%	0%	0%	0%
Sequential Mathematics, Course III						
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 – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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	227	7%	53%	36%	4%
	Students with Disabilities	20	10%	80%	10%	0%
	All Students	247	7%	55%	34%	4%

(Form – J)