

# New York State School Report Card Comprehensive Information Report

BEDS Code: 21-06-01-06-0005

Grade Range : 7-12

Name: Herkimer High School

Principal: Terry Dangle

## 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	113	110	114
Eighth	105	103	114
Ninth	110	122	105
Tenth	101	103	117
Eleventh	108	99	99
Twelfth	120	94	84
Ungraded Secondary	0	0	0
Total K-12 Enrollment	657	631	633

## 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	12	1.8%	9	1.4%	7	1.1%
Black (Not Hispanic)	5	0.8%	8	1.3%	11	1.7%
Hispanic	6	0.9%	6	1.0%	8	1.3%
White (Not Hispanic)	634	96.5%	608	96.4%	607	95.9%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	18	21
Mathematics Grade 8	0	22	23
Science Grade 8	22	21	23
Social Studies Grade 8	19	21	22
English Grade 10	20	13	22
Mathematics Grade 10	16	13	21
Science Grade 10	16	18	23
Social Studies Grade 10	21	22	23

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower 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	0	0.0%	2	0.3%	3	0.5%
Eligible for Free Lunch	94	14.3%	121	19.2%	120	19.0%

### 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		92.4%		93.0%		93.2%
Student Suspensions	26	4.0%	28	4.3%	20	3.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.9%	6.8%	4.9%
Public Assistance	31-40%	31-40%	21-30%
Student Stability	99%	100%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	51
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	8
Teachers with Temporary Licenses	1

\*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	96	56	58%	80	53	66%	75	63	84%
Students with Disabilities	9	1	11%	8	0	0%	3	0	0%
All Students	105	57	54%	88	53	60%	78	63	81%

\*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	26	46	0	1	5	0
Percent	33%	59%	0%	1%	6%	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)
3	0	0	3

\*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			13		28	
	Entered GED Program*			0		0	
	Total Noncompleters			13		28	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			0		0	
	Total Noncompleters			0		2	
All Students	Dropped Out	8	1.8%	13	3.1%	30	7.4%
	Entered GED Program*	7	1.6%	0	0.0%	0	0.0%
	Total Noncompleters	15	3.4%	13	3.1%	30	7.4%

\*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		192	208
	Number of Students with Disabilities		21	20
	Number of All Students		213	228
	Percent of Enrollment		100%	100%
9-12	Number of General-Education Students		375	362
	Number of Students with Disabilities		43	43
	Number of All Students		418	405
	Percent of Enrollment		100%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	33	97%	0	0%	44	80%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	59	81%	0	0%	43	95%

### 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	3	#	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%	2	#
Science	7	100%	0	0%	1	#
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	8	75%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	100%	1	#	2	#
Science	14	50%	0	0%	1	#
Reading	11	82%	0	0%	6	0%
Writing	10	100%	0	0%	8	12%
Global Studies	6	0%	0	0%	3	#
U.S. Hist & Gov't	5	40%	0	0%	5	40%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	104	86	92	9	3	10
Number Scoring 55–100	93	84	84	3	#	3
Number Scoring 65–100	74	79	79	0	#	1
Number Scoring 85–100	13	23	36	0	#	0
Percentage of Tested Scoring 55–100	89%	98%	91%	33%	#	30%
Percentage of Tested Scoring 65–100	71%	92%	86%	0%	#	10%
Percentage of Tested Scoring 85–100	12%	27%	39%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	12	28	91	12	2	5
Number Scoring 55–100	0	13	81	0	#	3
Number Scoring 65–100	0	8	74	0	#	3
Number Scoring 85–100	0	0	16	0	#	0
Percentage of Tested Scoring 55–100	0%	46%	89%	0%	#	60%
Percentage of Tested Scoring 65–100	0%	29%	81%	0%	#	60%
Percentage of Tested Scoring 85–100	0%	0%	18%	0%	#	0%
<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	106	91	114	11	4	6
Number Scoring 55–100	100	89	95	8	#	1
Number Scoring 65–100	86	77	85	4	#	1
Number Scoring 85–100	28	26	31	0	#	0
Percentage of Tested Scoring 55–100	94%	98%	83%	73%	#	17%
Percentage of Tested Scoring 65–100	81%	85%	75%	36%	#	17%
Percentage of Tested Scoring 85–100	26%	29%	27%	0%	#	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	89	93	100	8	3	9
Number Scoring 55–100	81	85	93	5	#	4
Number Scoring 65–100	72	78	86	2	#	4
Number Scoring 85–100	28	25	32	0	#	0
Percentage of Tested Scoring 55–100	91%	91%	93%	62%	#	44%
Percentage of Tested Scoring 65–100	81%	84%	86%	25%	#	44%
Percentage of Tested Scoring 85–100	31%	27%	32%	0%	#	0%

(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	96	92	111	3	9	7
Number Scoring 55–100	95	89	99	#	8	6
Number Scoring 65–100	94	83	90	#	4	5
Number Scoring 85–100	26	28	20	#	0	0
Percentage of Tested Scoring 55–100	99%	97%	89%	#	89%	86%
Percentage of Tested Scoring 65–100	98%	90%	81%	#	44%	71%
Percentage of Tested Scoring 85–100	27%	30%	18%	#	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	70	70	71	1	0	0
Number Scoring 55–100	66	65	69	#	0	0
Number Scoring 65–100	60	62	63	#	0	0
Number Scoring 85–100	25	26	25	#	0	0
Percentage of Tested Scoring 55–100	94%	93%	97%	#	0%	0%
Percentage of Tested Scoring 65–100	86%	89%	89%	#	0%	0%
Percentage of Tested Scoring 85–100	36%	37%	35%	#	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		34	54		1	0
Number Scoring 55–100		29	48		#	0
Number Scoring 65–100		24	34		#	0
Number Scoring 85–100		3	11		#	0
Percentage of Tested Scoring 55–100		85%	89%		#	0%
Percentage of Tested Scoring 65–100		71%	63%		#	0%
Percentage of Tested Scoring 85–100		9%	20%		#	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	21	20	21	0	0	0
Number Scoring 55–100	21	20	21	0	0	0
Number Scoring 65–100	21	20	21	0	0	0
Number Scoring 85–100	17	17	13	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	81%	85%	62%	0%	0%	0%
<b>Comprehensive Italian</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 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	32	35	45	0	0	0
Number Scoring 55–100	32	35	45	0	0	0
Number Scoring 65–100	30	32	44	0	0	0
Number Scoring 85–100	15	15	29	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	91%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	47%	43%	64%	0%	0%	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)

# 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	67	70	0	0	0	0
Number Scoring 55–100	60	68	0	0	0	0
Number Scoring 65–100	56	65	0	0	0	0
Number Scoring 85–100	28	31	0	0	0	0
Percentage of Tested Scoring 55–100	90%	97%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	84%	93%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	44%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	47	35	45	0	0	0
Number Scoring 55–100	43	33	41	0	0	0
Number Scoring 65–100	37	33	37	0	0	0
Number Scoring 85–100	10	22	15	0	0	0
Percentage of Tested Scoring 55–100	91%	94%	91%	0%	0%	0%
Percentage of Tested Scoring 65–100	79%	94%	82%	0%	0%	0%
Percentage of Tested Scoring 85–100	21%	63%	33%	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	22	100%	0	0%	15	100%
Students with Disabilities	5	100%	0	0%	3	#

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	85	1%	35%	58%	6%
	Students with Disabilities	17	18%	76%	6%	0%
	All Students	102	4%	42%	49%	5%

(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	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

## 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	84	84	84	4	4	4	88	88	88
Number Scoring 55–64	#	#	#	#	#	#	4	8	2
Number Scoring 65–84	#	#	#	#	#	#	50	46	55
Number Scoring 85–100	#	#	#	#	#	#	27	26	24
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)