

# New York State School Report Card Comprehensive Information Report

BEDS Code: 42-18-00-01-0040

Grade Range : 9-12

Name: Henninger High School

Principal: Jean Phillips

## 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	656	567	581
Tenth	360	457	392
Eleventh	342	320	352
Twelfth	285	261	242
Ungraded Secondary	105	114	122
Total K-12 Enrollment	1748	1719	1689

## 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	58	3.3%	57	3.3%	51	3.0%
Black (Not Hispanic)	626	35.8%	655	38.1%	657	38.9%
Hispanic	23	1.3%	28	1.6%	28	1.7%
White (Not Hispanic)	1041	59.6%	979	57.0%	953	56.4%

## 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	24	25	25
Mathematics Grade 10	29	26	24
Science Grade 10	23	28	22
Social Studies Grade 10	27	23	25

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
41	All schools in this group are secondary level schools in large cities other than New York City. 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	623	35.6%	614	35.7%	685	40.6%

### 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		92.6%		89.4%		90.5%
Student Suspensions	298	17.9%	394	22.5%	125	7.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.4%	8.1%	7.5%
Public Assistance	31-40%	41-50%	41-50%
Student Stability	100%	93%	93%

### Staff Counts

Staff	2002–2003
Total Teachers	123
Total Other Professional Staff	38
Total Paraprofessionals	NA
Teaching Out of Certification*	12
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	0	0	0%	194	76	39%	225	106	47%
Students with Disabilities	0	0	0%	2	1	50%	37	8	22%
All Students	0	0	0%	196	77	39%	262	114	44%

\*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	104	109	4	4	35	6
Percent	40%	42%	2%	2%	13%	2%

## 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)
37	8	9	46

\*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			82		83	
	Entered GED Program*			44		0	
	Total Noncompleters			126		83	
Students with Disabilities	Dropped Out			18		28	
	Entered GED Program*			4		0	
	Total Noncompleters			22		28	
All Students	Dropped Out	124	7.1%	100	5.8%	111	6.6%
	Entered GED Program*	1	0.1%	48	2.8%	0	0.0%
	Total Noncompleters	125	7.2%	148	8.6%	111	6.6%

\*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		1498	1445
	Number of Students with Disabilities		221	122
	Number of All Students		1719	1567
	Percent of Enrollment		100%	93%

## 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%	30	90%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	79	85%

### 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	2	#	4	#	7	86%
Science	98	74%	18	6%	10	70%
Reading	1	#	2	#	0	0%
Writing	1	#	1	#	1	#
Global Studies	67	39%	9	0%	2	#
U.S. Hist & Gov't	76	29%	3	#	3	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	76	50%	55	0%	89	58%
Science	44	32%	56	0%	69	25%
Reading	54	44%	25	40%	7	86%
Writing	40	62%	18	72%	10	70%
Global Studies	48	25%	28	4%	24	42%
U.S. Hist & Gov't	36	39%	18	0%	12	33%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	371	324	3	46	49	0
Number Scoring 55–100	299	262	#	25	27	0
Number Scoring 65–100	195	208	#	7	12	0
Number Scoring 85–100	30	74	#	0	1	0
Percentage of Tested Scoring 55–100	81%	81%	#	54%	55%	0%
Percentage of Tested Scoring 65–100	53%	64%	#	15%	24%	0%
Percentage of Tested Scoring 85–100	8%	23%	#	0%	2%	0%
<b>Mathematics A</b>						
Number Tested	119	183	1	17	34	0
Number Scoring 55–100	10	57	#	3	6	0
Number Scoring 65–100	1	27	#	1	4	0
Number Scoring 85–100	0	3	#	0	0	0
Percentage of Tested Scoring 55–100	8%	31%	#	18%	18%	0%
Percentage of Tested Scoring 65–100	1%	15%	#	6%	12%	0%
Percentage of Tested Scoring 85–100	0%	2%	#	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	430	397	403	48	65	82
Number Scoring 55–100	342	304	256	29	36	27
Number Scoring 65–100	280	235	235	23	25	22
Number Scoring 85–100	87	43	59	1	1	2
Percentage of Tested Scoring 55–100	80%	77%	64%	60%	55%	33%
Percentage of Tested Scoring 65–100	65%	59%	58%	48%	38%	27%
Percentage of Tested Scoring 85–100	20%	11%	15%	2%	2%	2%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	293	291	341	36	47	48
Number Scoring 55–100	211	242	274	20	29	31
Number Scoring 65–100	156	181	252	13	18	26
Number Scoring 85–100	66	28	62	3	2	4
Percentage of Tested Scoring 55–100	72%	83%	80%	56%	62%	65%
Percentage of Tested Scoring 65–100	53%	62%	74%	36%	38%	54%
Percentage of Tested Scoring 85–100	23%	10%	18%	8%	4%	8%

(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	316	392	663	31	47	134
Number Scoring 55–100	242	385	356	24	44	56
Number Scoring 65–100	233	367	317	23	41	42
Number Scoring 85–100	40	80	47	0	4	3
Percentage of Tested Scoring 55–100	77%	98%	54%	77%	94%	42%
Percentage of Tested Scoring 65–100	74%	94%	48%	74%	87%	31%
Percentage of Tested Scoring 85–100	13%	20%	7%	0%	9%	2%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	246	167	201	19	7	16
Number Scoring 55–100	172	160	156	12	7	12
Number Scoring 65–100	138	141	143	11	6	9
Number Scoring 85–100	43	41	59	2	1	4
Percentage of Tested Scoring 55–100	70%	96%	78%	63%	100%	75%
Percentage of Tested Scoring 65–100	56%	84%	71%	58%	86%	56%
Percentage of Tested Scoring 85–100	17%	25%	29%	11%	14%	25%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		144	207		7	14
Number Scoring 55–100		113	105		4	8
Number Scoring 65–100		65	65		2	4
Number Scoring 85–100		8	11		0	1
Percentage of Tested Scoring 55–100		78%	51%		57%	57%
Percentage of Tested Scoring 65–100		45%	31%		29%	29%
Percentage of Tested Scoring 85–100		6%	5%		0%	7%
<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	53	52	0	1	0	0
Number Scoring 55–100	50	47	0	#	0	0
Number Scoring 65–100	43	44	0	#	0	0
Number Scoring 85–100	21	17	0	#	0	0
Percentage of Tested Scoring 55–100	94%	90%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	81%	85%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	40%	33%	0%	#	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	13	9	0	0	0	0
Number Scoring 55–100	8	7	0	0	0	0
Number Scoring 65–100	8	7	0	0	0	0
Number Scoring 85–100	1	2	0	0	0	0
Percentage of Tested Scoring 55–100	62%	78%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	62%	78%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	8%	22%	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	145	143	0	7	7	0
Number Scoring 55–100	137	130	0	6	6	0
Number Scoring 65–100	126	123	0	6	6	0
Number Scoring 85–100	45	51	0	0	3	0
Percentage of Tested Scoring 55–100	94%	91%	0%	86%	86%	0%
Percentage of Tested Scoring 65–100	87%	86%	0%	86%	86%	0%
Percentage of Tested Scoring 85–100	31%	36%	0%	0%	43%	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	266	255	15	14	16	0
Number Scoring 55–100	168	150	6	8	6	0
Number Scoring 65–100	140	106	3	8	4	0
Number Scoring 85–100	35	24	1	1	0	0
Percentage of Tested Scoring 55–100	63%	59%	40%	57%	38%	0%
Percentage of Tested Scoring 65–100	53%	42%	20%	57%	25%	0%
Percentage of Tested Scoring 85–100	13%	9%	7%	7%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	149	145	129	4	7	7
Number Scoring 55–100	84	106	60	#	6	3
Number Scoring 65–100	68	93	51	#	5	2
Number Scoring 85–100	24	23	21	#	1	1
Percentage of Tested Scoring 55–100	56%	73%	47%	#	86%	43%
Percentage of Tested Scoring 65–100	46%	64%	40%	#	71%	29%
Percentage of Tested Scoring 85–100	16%	16%	16%	#	14%	14%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	172	92%	140	91%	0	0%
Students with Disabilities	13	54%	38	74%	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
<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	3	2	0	0	1	2
Social Studies	3	2	0	0	2	1
Mathematics	3	2	0	0	2	1
Science	3	2	0	0	0	3

## 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	266	266	266	48	48	48	314	314	314
Number Scoring 55–64	29	32	10	11	11	3	40	43	13
Number Scoring 65–84	131	105	163	22	17	27	153	122	190
Number Scoring 85–100	77	22	54	1	2	0	78	24	54
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)