

New York State School Report Card Comprehensive Information Report

BEDS Code: 62-08-03-04-0002

Grade Range : 9-12

Name: Highland High School

Principal: Victor Liviccori

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	167	154	162
Tenth	161	168	160
Eleventh	150	146	165
Twelfth	126	145	148
Ungraded Secondary	0	0	0
Total K-12 Enrollment	604	613	635

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	8	1.3%	14	2.3%	13	2.0%
Black (Not Hispanic)	41	6.8%	39	6.4%	41	6.5%
Hispanic	14	2.3%	19	3.1%	23	3.6%
White (Not Hispanic)	541	89.6%	541	88.3%	558	87.9%

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	16	24
Mathematics Grade 10	27	28	19
Science Grade 10	22	27	21
Social Studies Grade 10	24	18	27

(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
50	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 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%	6	1.0%	8	1.3%
Eligible for Free Lunch	90	14.9%	142	23.2%	67	10.6%

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		92.0%		92.3%		91.4%
Student Suspensions	45	8.2%	50	8.3%	44	7.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.6%	10.0%	6.3%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	86%	98%	93%

Staff Counts

Staff	2002–2003
Total Teachers	42
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	4
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	100	60	60%	140	140	100%	125	125	100%
Students with Disabilities	4	0	0%	0	0	0%	9	9	100%
All Students	104	60	58%	140	140	100%	134	134	100%

*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	60	41	1	4	10	18
Percent	45%	31%	1%	3%	7%	13%

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)
9	9	0	9

*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			11		20	
	Entered GED Program*			4		7	
	Total Noncompleters			15		27	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			0		1	
	Total Noncompleters			0		4	
All Students	Dropped Out	18	3.0%	11	1.8%	23	3.6%
	Entered GED Program*	8	1.3%	4	0.7%	8	1.3%
	Total Noncompleters	26	4.3%	15	2.4%	31	4.9%

*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		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%	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%	0	0%	0	0%
Science	2	#	0	0%	0	0%
Reading	4	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	138	125	116	15	6	6
Number Scoring 55–100	136	117	107	14	3	4
Number Scoring 65–100	131	110	104	13	1	1
Number Scoring 85–100	54	55	54	0	0	0
Percentage of Tested Scoring 55–100	99%	94%	92%	93%	50%	67%
Percentage of Tested Scoring 65–100	95%	88%	90%	87%	17%	17%
Percentage of Tested Scoring 85–100	39%	44%	47%	0%	0%	0%
Mathematics A						
Number Tested	0	82	38	0	5	7
Number Scoring 55–100	0	55	24	0	1	0
Number Scoring 65–100	0	45	14	0	1	0
Number Scoring 85–100	0	8	0	0	1	0
Percentage of Tested Scoring 55–100	0%	67%	63%	0%	20%	0%
Percentage of Tested Scoring 65–100	0%	55%	37%	0%	20%	0%
Percentage of Tested Scoring 85–100	0%	10%	0%	0%	20%	0%
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	148	164	124	10	10	14
Number Scoring 55–100	145	148	115	8	4	12
Number Scoring 65–100	140	139	108	6	2	10
Number Scoring 85–100	49	42	36	0	0	1
Percentage of Tested Scoring 55–100	98%	90%	93%	80%	40%	86%
Percentage of Tested Scoring 65–100	95%	85%	87%	60%	20%	71%
Percentage of Tested Scoring 85–100	33%	26%	29%	0%	0%	7%
U.S. History and Government (first administered June 2001)						
Number Tested	89	93	71	7	15	8
Number Scoring 55–100	84	80	70	7	6	8
Number Scoring 65–100	81	68	65	7	2	7
Number Scoring 85–100	27	20	25	0	0	1
Percentage of Tested Scoring 55–100	94%	86%	99%	100%	40%	100%
Percentage of Tested Scoring 65–100	91%	73%	92%	100%	13%	88%
Percentage of Tested Scoring 85–100	30%	22%	35%	0%	0%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	70	183	134	3	15	6
Number Scoring 55–100	70	162	124	#	9	6
Number Scoring 65–100	70	154	123	#	5	5
Number Scoring 85–100	26	62	49	#	1	1
Percentage of Tested Scoring 55–100	100%	89%	93%	#	60%	100%
Percentage of Tested Scoring 65–100	100%	84%	92%	#	33%	83%
Percentage of Tested Scoring 85–100	37%	34%	37%	#	7%	17%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	88	147	163	13	14	7
Number Scoring 55–100	80	125	143	12	7	4
Number Scoring 65–100	68	116	126	7	5	3
Number Scoring 85–100	26	47	61	1	0	1
Percentage of Tested Scoring 55–100	91%	85%	88%	92%	50%	57%
Percentage of Tested Scoring 65–100	77%	79%	77%	54%	36%	43%
Percentage of Tested Scoring 85–100	30%	32%	37%	8%	0%	14%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		47	87		0	0
Number Scoring 55–100		47	86		0	0
Number Scoring 65–100		42	77		0	0
Number Scoring 85–100		18	24		0	0
Percentage of Tested Scoring 55–100		100%	99%		0%	0%
Percentage of Tested Scoring 65–100		89%	89%		0%	0%
Percentage of Tested Scoring 85–100		38%	28%		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	27	42	30	0	0	1
Number Scoring 55–100	27	42	29	0	0	#
Number Scoring 65–100	27	37	26	0	0	#
Number Scoring 85–100	14	11	10	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	88%	87%	0%	0%	#
Percentage of Tested Scoring 85–100	52%	26%	33%	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	1	0	0	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%
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	79	101	0	2	1	0
Number Scoring 55–100	79	101	0	#	#	0
Number Scoring 65–100	77	101	0	#	#	0
Number Scoring 85–100	47	71	0	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	0%	#	#	0%
Percentage of Tested Scoring 65–100	97%	100%	0%	#	#	0%
Percentage of Tested Scoring 85–100	59%	70%	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	113	91	0	0	0	0
Number Scoring 55–100	102	66	0	0	0	0
Number Scoring 65–100	90	59	0	0	0	0
Number Scoring 85–100	44	33	0	0	0	0
Percentage of Tested Scoring 55–100	90%	73%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	80%	65%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	39%	36%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	75	70	59	0	0	0
Number Scoring 55–100	75	68	59	0	0	0
Number Scoring 65–100	75	68	58	0	0	0
Number Scoring 85–100	55	49	51	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	97%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	73%	70%	86%	0%	0%	0%

(Form – I)

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	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	121	121	121	9	9	9	130	130	130
Number Scoring 55–64	1	4	1	2	3	2	3	7	3
Number Scoring 65–84	71	44	66	4	2	4	75	46	70
Number Scoring 85–100	41	16	46	0	0	0	41	16	46
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)