

# New York State District Report Card Comprehensive Information Report

BEDS Code: 21-06-01-06-0000  
 Name: Herkimer Central School District  
 Superintendent: Robert J. Moorhead

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	70	69	75
First	91	74	83
Second	98	90	68
Third	84	95	94
Fourth	105	79	99
Fifth	127	110	83
Sixth	104	131	116
Ungraded Elementary	0	0	0
Seventh	110	114	145
Eighth	103	114	117
Ninth	122	105	113
Tenth	103	117	104
Eleventh	99	99	113
Twelfth	94	84	92
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1310	1281	1302

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	16	1.2%	16	1.2%	14	1.1%
Black (Not Hispanic)	24	1.8%	26	2.0%	26	2.0%
Hispanic	8	0.6%	11	0.9%	15	1.2%
White (Not Hispanic)	1262	96.3%	1228	95.9%	1247	95.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	13	14	19
Common Branch	22	21	20
English Grade 8	18	21	21
Mathematics Grade 8	22	23	22
Science Grade 8	21	23	23
Social Studies Grade 8	21	22	23
English Grade 10	13	22	22
Mathematics Grade 10	13	21	22
Science Grade 10	18	23	23
Social Studies Grade 10	22	23	20

(Form - A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	2	0.2%	5	0.4%	5	0.4%
<b>Eligible for Free Lunch</b>	365	27.9%	341	26.6%	344	26.4%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.2%		94.5%		94.4%
<b>Student Suspensions</b>	30	2.2%	25	1.9%	67	5.2%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	9.2%	8.7%	8.3%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	104
Total Other Professional Staff	14
Total Paraprofessionals	22
Teaching Out of Certification*	10

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	80	53	66%	76	63	83%	79	60	76%
Students with Disabilities	8	0	0%	3	0	0%	7	0	0%
All Students	88	53	60%	79	63	80%	86	60	70%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	25	51	0	2	7	1
Percent	29%	59%	0%	2%	8%	1%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
7	0	2	9

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	29		31		25	6.3%
	Entered GED Program*	4		0		3	0.8%
	Total Noncompleters	33		31		28	7.0%
Students with Disabilities	Dropped Out	0		2		4	8.9%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		2		4	8.9%
All Students	Dropped Out	29	6.9%	33	8.1%	29	6.5%
	Entered GED Program*	4	1.0%	0	0.0%	3	0.7%
	Total Noncompleters	33	7.9%	33	8.1%	32	7.2%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	192	208	227
	Number of Students with Disabilities	21	20	35
	Number of All Students	213	228	262
	Percent of Enrollment	67%	64%	69%
9-12	Number of General-Education Students	375	362	380
	Number of Students with Disabilities	43	43	42
	Number of All Students	418	405	422
	Percent of Enrollment	100%	100%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	22		
Completed and Passed Regents Exams	21	95%	77%
Completed and had Course Average of 75% or More	21	95%	81%
Completed and Attained a HS Diploma or Equivalent	22	100%	96%
Completed and Whose Status is Known	19		
Completed and Were Successfully Placed	19	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0	.	30%
Underrepresented Gender Members Who Completed	1	50%	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	44	80%	36	78%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	43	95%	61	64%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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%	4	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	4	#
Science	0	0%	1	#	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	13	85%
Science	0	0%	1	#	2	#
Reading	0	0%	6	0%	7	14%
Writing	0	0%	8	13%	9	100%
Global Studies	0	0%	3	#	8	38%
U.S. Hist & Gov't	0	0%	5	40%	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	86	92	98	3	10	6
Number Scoring 55-100	84	84	88	#	3	1
Number Scoring 65-100	79	79	78	#	1	0
Number Scoring 85-100	23	36	43	#	0	0
Percentage of Tested Scoring 55-100	98%	91%	90%	#	30%	17%
Percentage of Tested Scoring 65-100	92%	86%	80%	#	10%	0%
Percentage of Tested Scoring 85-100	27%	39%	44%	#	0%	0%
<b>Mathematics A</b>						
Number Tested	28	91	131	2	5	7
Number Scoring 55-100	13	81	124	#	3	5
Number Scoring 65-100	8	74	106	#	3	5
Number Scoring 85-100	0	16	26	#	0	0
Percentage of Tested Scoring 55-100	46%	89%	95%	#	60%	71%
Percentage of Tested Scoring 65-100	29%	81%	81%	#	60%	71%
Percentage of Tested Scoring 85-100	0%	18%	20%	#	0%	0%
<b>Mathematics B</b>						
Number Tested	0	0	54	0	0	0
Number Scoring 55-100	0	0	19	0	0	0
Number Scoring 65-100	0	0	15	0	0	0
Number Scoring 85-100	0	0	2	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	35%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	28%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	4%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	91	114	111	4	6	8
Number Scoring 55-100	89	95	101	#	1	3
Number Scoring 65-100	77	85	88	#	1	2
Number Scoring 85-100	26	31	31	#	0	0
Percentage of Tested Scoring 55-100	98%	83%	91%	#	17%	38%
Percentage of Tested Scoring 65-100	85%	75%	79%	#	17%	25%
Percentage of Tested Scoring 85-100	29%	27%	28%	#	0%	0%
<b>U.S. History and Government</b>						
Number Tested	93	100	102	3	9	6
Number Scoring 55-100	85	93	96	#	4	5
Number Scoring 65-100	78	86	84	#	4	2
Number Scoring 85-100	25	32	35	#	0	0
Percentage of Tested Scoring 55-100	91%	93%	94%	#	44%	83%
Percentage of Tested Scoring 65-100	84%	86%	82%	#	44%	33%
Percentage of Tested Scoring 85-100	27%	32%	34%	#	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	92	111	111	9	7	7
Number Scoring 55-100	89	99	104	8	6	4
Number Scoring 65-100	83	90	104	4	5	4
Number Scoring 85-100	28	20	26	0	0	0
Percentage of Tested Scoring 55-100	97%	89%	94%	89%	86%	57%
Percentage of Tested Scoring 65-100	90%	81%	94%	44%	71%	57%
Percentage of Tested Scoring 85-100	30%	18%	23%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	70	71	67	0	0	0
Number Scoring 55-100	65	69	65	0	0	0
Number Scoring 65-100	62	63	59	0	0	0
Number Scoring 85-100	26	25	14	0	0	0
Percentage of Tested Scoring 55-100	93%	97%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	89%	89%	88%	0%	0%	0%
Percentage of Tested Scoring 85-100	37%	35%	21%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	34	54	65	1	0	0
Number Scoring 55-100	29	48	63	#	0	0
Number Scoring 65-100	24	34	50	#	0	0
Number Scoring 85-100	3	11	8	#	0	0
Percentage of Tested Scoring 55-100	85%	89%	97%	#	0%	0%
Percentage of Tested Scoring 65-100	71%	63%	77%	#	0%	0%
Percentage of Tested Scoring 85-100	9%	20%	12%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			24			0
Number Scoring 55-100			22			0
Number Scoring 65-100			19			0
Number Scoring 85-100			8			0
Percentage of Tested Scoring 55-100			92%			0%
Percentage of Tested Scoring 65-100			79%			0%
Percentage of Tested Scoring 85-100			33%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	20	21	13	0	0	0
Number Scoring 55-100	20	21	13	0	0	0
Number Scoring 65-100	20	21	13	0	0	0
Number Scoring 85-100	17	13	6	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	85%	62%	46%	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	35	45	27	0	0	0
Number Scoring 55-100	35	45	27	0	0	0
Number Scoring 65-100	32	44	27	0	0	0
Number Scoring 85-100	15	29	15	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	43%	64%	56%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	35	45	6	0	0	0
Number Scoring 55-100	33	41	6	0	0	0
Number Scoring 65-100	33	37	6	0	0	0
Number Scoring 85-100	22	15	1	0	0	0
Percentage of Tested Scoring 55-100	94%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	82%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	63%	33%	17%	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	15	100%	14	100%
Students with Disabilities	0	0%	3	#	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	70	0%	1%	57%	41%
	Students with Disabilities	12	17%	17%	67%	0%
	All Students	82	2%	4%	59%	35%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	100	2%	52%	36%	10%
	Students with Disabilities	13	0%	92%	8%	0%
	All Students	113	2%	57%	33%	9%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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	3	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

## 2000 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	86	86	86	11	11	11	97	97	97
Number Scoring 55–64	6	2	2	0	0	3	6	2	5
Number Scoring 65–84	49	47	50	4	4	6	53	51	56
Number Scoring 85–100	26	32	31	0	0	0	26	32	31
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)