

New York State School Report Card

Comprehensive Information Report

BEDS Code: 28-04-09-03-0008
 Name: Herricks High School
 Principal: Jane MODOONO

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	320	344	336
Tenth	307	319	356
Eleventh	302	308	322
Twelfth	293	296	299
Ungraded Secondary	8	0	7
Total K-12 Enrollment	1230	1267	1320

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	448	36.4%	467	36.9%	536	40.6%
Black (Not Hispanic)	2	0.2%	3	0.2%	3	0.2%
Hispanic	50	4.1%	49	3.9%	59	4.5%
White (Not Hispanic)	730	59.3%	748	59.0%	722	54.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	27
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	19	21	22
Mathematics Grade 10	15	19	18
Science Grade 10	21	23	22
Social Studies Grade 10	19	24	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	25	2.0%	20	1.6%	27	2.1%
Eligible for Free Lunch	28	2.3%	21	1.7%	19	1.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.1%		94.8%		95.7%
Student Suspensions	73	6.0%	57	4.6%	81	6.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.8%	1.3%	1.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	99%	100%

Staff Counts

Staff	2003-04
Total Teachers	112
Total Other Professional Staff	20
Total Paraprofessionals	NA
Teaching Out of Certification*	6

*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	254	219	86%	251	214	85%	269	242	90%
Students with Disabilities	22	10	45%	31	11	35%	28	11	39%
All Students	276	229	83%	282	225	80%	297	253	85%

*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	249	31	2	2	4	9
Percent	84%	10%	1%	1%	1%	3%

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)
28	11	1	29

*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	2		5		1	0.1%
	Entered GED Program*	2		4		0	0.0%
	Total Noncompleters	4		9		1	0.1%
Students with Disabilities	Dropped Out	0		0		2	1.2%
	Entered GED Program*	1		3		1	0.6%
	Total Noncompleters	1		3		3	1.8%
All Students	Dropped Out	2	0.2%	5	0.4%	3	0.2%
	Entered GED Program*	3	0.2%	7	0.6%	1	0.1%
	Total Noncompleters	5	0.4%	12	0.9%	4	0.3%

*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	90	55	0
	Number of Students with Disabilities	0	27	0
	Number of All Students	90	82	0
	Percent of Enrollment	7%	6%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion 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%	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	1	#	40	88%	15	100%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	3	#	1	#

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%	0	0%	0	0%
Science	1	#	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	13	77%	16	88%
Science	1	#	7	29%	2	#
Reading	2	#	0	0%	2	#
Writing	2	#	0	0%	3	#
Global Studies	2	#	10	60%	4	#
U.S. Hist & Gov't	2	#	1	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	296	296	316	32	26	38
Number Scoring 55–100	293	292	315	30	24	38
Number Scoring 65–100	291	290	308	30	24	33
Number Scoring 85–100	230	222	234	8	7	8
Percentage of Tested Scoring 55–100	99%	99%	100%	94%	92%	100%
Percentage of Tested Scoring 65–100	98%	98%	97%	94%	92%	87%
Percentage of Tested Scoring 85–100	78%	75%	74%	25%	27%	21%
Mathematics A						
Number Tested	276	353	350	15	39	52
Number Scoring 55–100	264	338	345	13	31	48
Number Scoring 65–100	250	322	338	11	24	44
Number Scoring 85–100	181	144	210	4	2	6
Percentage of Tested Scoring 55–100	96%	96%	99%	87%	79%	92%
Percentage of Tested Scoring 65–100	91%	91%	97%	73%	62%	85%
Percentage of Tested Scoring 85–100	66%	41%	60%	27%	5%	12%
Mathematics B						
Number Tested	0	0	276	0	0	8
Number Scoring 55–100	0	0	259	0	0	6
Number Scoring 65–100	0	0	244	0	0	6
Number Scoring 85–100	0	0	132	0	0	1
Percentage of Tested Scoring 55–100	0%	0%	94%	0%	0%	75%
Percentage of Tested Scoring 65–100	0%	0%	88%	0%	0%	75%
Percentage of Tested Scoring 85–100	0%	0%	48%	0%	0%	12%
Global History and Geography						
Number Tested	299	321	360	22	44	55
Number Scoring 55–100	297	313	356	21	39	51
Number Scoring 65–100	294	304	349	21	33	47
Number Scoring 85–100	158	161	219	3	6	8
Percentage of Tested Scoring 55–100	99%	98%	99%	95%	89%	93%
Percentage of Tested Scoring 65–100	98%	95%	97%	95%	75%	85%
Percentage of Tested Scoring 85–100	53%	50%	61%	14%	14%	15%
U.S. History and Government						
Number Tested	298	303	323	31	29	37
Number Scoring 55–100	295	301	320	31	29	36
Number Scoring 65–100	290	299	312	28	28	33
Number Scoring 85–100	169	207	217	9	12	9
Percentage of Tested Scoring 55–100	99%	99%	99%	100%	100%	97%
Percentage of Tested Scoring 65–100	97%	99%	97%	90%	97%	89%
Percentage of Tested Scoring 85–100	57%	68%	67%	29%	41%	24%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	330	346	361	58	41	52
Number Scoring 55–100	330	344	358	58	39	49
Number Scoring 65–100	329	339	348	57	37	43
Number Scoring 85–100	167	178	198	3	5	7
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	95%	94%
Percentage of Tested Scoring 65–100	100%	98%	96%	98%	90%	83%
Percentage of Tested Scoring 85–100	51%	51%	55%	5%	12%	13%
Physical Setting/Earth Science						
Number Tested	203	206	225	12	40	29
Number Scoring 55–100	199	199	221	12	39	29
Number Scoring 65–100	195	193	214	11	37	29
Number Scoring 85–100	105	96	82	4	16	13
Percentage of Tested Scoring 55–100	98%	97%	98%	100%	97%	100%
Percentage of Tested Scoring 65–100	96%	94%	95%	92%	93%	100%
Percentage of Tested Scoring 85–100	52%	47%	36%	33%	40%	45%
Physical Setting/Chemistry						
Number Tested	247	279	307	14	18	12
Number Scoring 55–100	236	272	304	9	16	12
Number Scoring 65–100	209	241	285	4	9	10
Number Scoring 85–100	81	83	120	1	0	1
Percentage of Tested Scoring 55–100	96%	97%	99%	64%	89%	100%
Percentage of Tested Scoring 65–100	85%	86%	93%	29%	50%	83%
Percentage of Tested Scoring 85–100	33%	30%	39%	7%	0%	8%
Physical Setting/Physics						
Number Tested			190			2
Number Scoring 55–100			175			#
Number Scoring 65–100			151			#
Number Scoring 85–100			46			#
Percentage of Tested Scoring 55–100			92%			#
Percentage of Tested Scoring 65–100			79%			#
Percentage of Tested Scoring 85–100			24%			#

* 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
Comprehensive French						
Number Tested	25	24	44	0	0	0
Number Scoring 55–100	25	24	44	0	0	0
Number Scoring 65–100	25	24	44	0	0	0
Number Scoring 85–100	14	17	27	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	56%	71%	61%	0%	0%	0%
Comprehensive Italian						
Number Tested	26	41	21	1	4	0
Number Scoring 55–100	26	40	21	#	#	0
Number Scoring 65–100	25	40	21	#	#	0
Number Scoring 85–100	13	24	13	#	#	0
Percentage of Tested Scoring 55–100	100%	98%	100%	#	#	0%
Percentage of Tested Scoring 65–100	96%	98%	100%	#	#	0%
Percentage of Tested Scoring 85–100	50%	59%	62%	#	#	0%
Comprehensive German						
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%
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	210	209	212	1	3	5
Number Scoring 55–100	210	209	211	#	#	5
Number Scoring 65–100	209	209	209	#	#	5
Number Scoring 85–100	182	181	184	#	#	4
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65–100	100%	100%	99%	#	#	100%
Percentage of Tested Scoring 85–100	87%	87%	87%	#	#	80%
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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	261	258	40	11	12	7
Number Scoring 55–100	260	255	27	11	11	5
Number Scoring 65–100	252	250	18	11	11	2
Number Scoring 85–100	187	171	4	6	3	0
Percentage of Tested Scoring 55–100	100%	99%	68%	100%	92%	71%
Percentage of Tested Scoring 65–100	97%	97%	45%	100%	92%	29%
Percentage of Tested Scoring 85–100	72%	66%	10%	55%	25%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	77	100%	85	100%	79	100%
Students with Disabilities	5	100%	7	57%	3	#

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
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	1	0	#	#	#	#
Secondary Level						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	272	272	272	31	31	31	303	303	303
Number Scoring 55–64	2	1	0	2	1	0	4	2	0
Number Scoring 65–84	120	72	89	22	17	24	142	89	113
Number Scoring 85–100	148	195	183	4	10	4	152	205	187
Approved Alternatives	2	0	0	0	0	0	2	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
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			21			0
Beginning (0-18)			1			0
Intermediate (19-31)			4			0
Advanced (32-36)			4			0
Proficient (37-39)			12			0
Reading and Writing (Grade 9-12)						
Number Tested			21			0
Beginning (0-14)			2			0
Intermediate (15-24)			5			0
Advanced (25-32)			8			0
Proficient (33-35)			6			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 - L)