

New York State School Report Card

Comprehensive Information Report

BEDS Code: 42-18-00-01-0040
 Name: Henninger High School
 Principal: Jean Phillips

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	567	581	461
Tenth	457	392	421
Eleventh	320	352	393
Twelfth	261	242	388
Ungraded Secondary	114	122	0
Total K-12 Enrollment	1719	1689	1663

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	57	3.3%	51	3.0%	72	4.3%
Black (Not Hispanic)	655	38.1%	657	38.9%	732	44.0%
Hispanic	28	1.6%	28	1.7%	51	3.1%
White (Not Hispanic)	979	57.0%	953	56.4%	808	48.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	21
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	25	25	30
Mathematics Grade 10	26	24	23
Science Grade 10	28	22	27
Social Studies Grade 10	23	25	26

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	614	35.7%	685	40.6%	653	39.3%

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		89.4%		90.5%		90.3%
Student Suspensions	394	22.5%	125	7.3%	268	15.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	8.1%	7.5%	10.6%
Public Assistance	41-50%	41-50%	51-60%
Student Stability	93%	93%	66%

Staff Counts

Staff	2003-04
Total Teachers	109
Total Other Professional Staff	16
Total Paraprofessionals	NA
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	194	76	39%	225	106	47%	7	1	14%
Students with Disabilities	2	1	50%	37	8	22%	1	0	0%
All Students	196	77	39%	262	114	44%	8	1	12%

*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	1	7	0	0	0	0
Percent	12%	88%	0%	0%	0%	0%

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)
1	0	5	6

*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	82		83		72	4.7%
	Entered GED Program*	44		0		37	2.4%
	Total Noncompleters	126		83		109	7.2%
Students with Disabilities	Dropped Out	18		28		21	5.5%
	Entered GED Program*	4		0		8	2.1%
	Total Noncompleters	22		28		29	7.6%
All Students	Dropped Out	100	5.8%	111	6.6%	93	4.9%
	Entered GED Program*	48	2.8%	0	0.0%	45	2.4%
	Total Noncompleters	148	8.6%	111	6.6%	138	7.3%

*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	1498	1445	-215
	Number of Students with Disabilities	221	122	215
	Number of All Students	1719	1567	0
	Percent of Enrollment	100%	93%	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%	30	90%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	79	85%	0	0%

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	#	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	7	86%	3	#
Science	18	6%	10	70%	1	#
Reading	2	#	0	0%	2	#
Writing	1	#	1	#	4	#
Global Studies	9	0%	2	#	2	#
U.S. Hist & Gov't	3	#	3	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	55	0%	89	58%	77	68%
Science	56	0%	69	25%	62	44%
Reading	25	40%	7	86%	29	55%
Writing	18	72%	10	70%	25	84%
Global Studies	28	4%	24	42%	35	34%
U.S. Hist & Gov't	18	0%	12	33%	25	44%

(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	324	3	344	49	0	71
Number Scoring 55–100	262	#	303	27	0	45
Number Scoring 65–100	208	#	255	12	0	25
Number Scoring 85–100	74	#	120	1	0	5
Percentage of Tested Scoring 55–100	81%	#	88%	55%	0%	63%
Percentage of Tested Scoring 65–100	64%	#	74%	24%	0%	35%
Percentage of Tested Scoring 85–100	23%	#	35%	2%	0%	7%
Mathematics A						
Number Tested	183	1	389	34	0	57
Number Scoring 55–100	57	#	332	6	0	31
Number Scoring 65–100	27	#	263	4	0	17
Number Scoring 85–100	3	#	29	0	0	0
Percentage of Tested Scoring 55–100	31%	#	85%	18%	0%	54%
Percentage of Tested Scoring 65–100	15%	#	68%	12%	0%	30%
Percentage of Tested Scoring 85–100	2%	#	7%	0%	0%	0%
Mathematics B						
Number Tested	0	1	117	0	0	7
Number Scoring 55–100	0	#	57	0	0	2
Number Scoring 65–100	0	#	35	0	0	2
Number Scoring 85–100	0	#	3	0	0	1
Percentage of Tested Scoring 55–100	0%	#	49%	0%	0%	29%
Percentage of Tested Scoring 65–100	0%	#	30%	0%	0%	29%
Percentage of Tested Scoring 85–100	0%	#	3%	0%	0%	14%
Global History and Geography						
Number Tested	397	403	391	65	82	72
Number Scoring 55–100	304	256	295	36	27	40
Number Scoring 65–100	235	235	230	25	22	27
Number Scoring 85–100	43	59	57	1	2	4
Percentage of Tested Scoring 55–100	77%	64%	75%	55%	33%	56%
Percentage of Tested Scoring 65–100	59%	58%	59%	38%	27%	38%
Percentage of Tested Scoring 85–100	11%	15%	15%	2%	2%	6%
U.S. History and Government						
Number Tested	291	341	348	47	48	57
Number Scoring 55–100	242	274	279	29	31	31
Number Scoring 65–100	181	252	227	18	26	19
Number Scoring 85–100	28	62	51	2	4	3
Percentage of Tested Scoring 55–100	83%	80%	80%	62%	65%	54%
Percentage of Tested Scoring 65–100	62%	74%	65%	38%	54%	33%
Percentage of Tested Scoring 85–100	10%	18%	15%	4%	8%	5%

(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	392	663	409	47	134	70
Number Scoring 55–100	385	356	369	44	56	58
Number Scoring 65–100	367	317	300	41	42	38
Number Scoring 85–100	80	47	46	4	3	2
Percentage of Tested Scoring 55–100	98%	54%	90%	94%	42%	83%
Percentage of Tested Scoring 65–100	94%	48%	73%	87%	31%	54%
Percentage of Tested Scoring 85–100	20%	7%	11%	9%	2%	3%
Physical Setting/Earth Science						
Number Tested	167	201	234	7	16	22
Number Scoring 55–100	160	156	201	7	12	17
Number Scoring 65–100	141	143	174	6	9	9
Number Scoring 85–100	41	59	46	1	4	2
Percentage of Tested Scoring 55–100	96%	78%	86%	100%	75%	77%
Percentage of Tested Scoring 65–100	84%	71%	74%	86%	56%	41%
Percentage of Tested Scoring 85–100	25%	29%	20%	14%	25%	9%
Physical Setting/Chemistry						
Number Tested	144	207	140	7	14	6
Number Scoring 55–100	113	105	127	4	8	5
Number Scoring 65–100	65	65	102	2	4	4
Number Scoring 85–100	8	11	19	0	1	1
Percentage of Tested Scoring 55–100	78%	51%	91%	57%	57%	83%
Percentage of Tested Scoring 65–100	45%	31%	73%	29%	29%	67%
Percentage of Tested Scoring 85–100	6%	5%	14%	0%	7%	17%
Physical Setting/Physics						
Number Tested			31			4
Number Scoring 55–100			21			#
Number Scoring 65–100			18			#
Number Scoring 85–100			1			#
Percentage of Tested Scoring 55–100			68%			#
Percentage of Tested Scoring 65–100			58%			#
Percentage of Tested Scoring 85–100			3%			#

* 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	52	0	0	0	0	0
Number Scoring 55–100	47	0	0	0	0	0
Number Scoring 65–100	44	0	0	0	0	0
Number Scoring 85–100	17	0	0	0	0	0
Percentage of Tested Scoring 55–100	90%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	85%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	0%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	9	0	3	0	0	0
Number Scoring 55–100	7	0	#	0	0	0
Number Scoring 65–100	7	0	#	0	0	0
Number Scoring 85–100	2	0	#	0	0	0
Percentage of Tested Scoring 55–100	78%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	78%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	22%	0%	#	0%	0%	0%
Comprehensive German						
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 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	143	0	87	7	0	2
Number Scoring 55–100	130	0	79	6	0	#
Number Scoring 65–100	123	0	79	6	0	#
Number Scoring 85–100	51	0	37	3	0	#
Percentage of Tested Scoring 55–100	91%	0%	91%	86%	0%	#
Percentage of Tested Scoring 65–100	86%	0%	91%	86%	0%	#
Percentage of Tested Scoring 85–100	36%	0%	43%	43%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	145	129	0	7	7	0
Number Scoring 55–100	106	60	0	6	3	0
Number Scoring 65–100	93	51	0	5	2	0
Number Scoring 85–100	23	21	0	1	1	0
Percentage of Tested Scoring 55–100	73%	47%	0%	86%	43%	0%
Percentage of Tested Scoring 65–100	64%	40%	0%	71%	29%	0%
Percentage of Tested Scoring 85–100	16%	16%	0%	14%	14%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	140	91%	0	0%	0	0%
Students with Disabilities	38	74%	0	0%	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
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

	Count of Students					
Test	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	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	268	268	268	57	57	57	325	325	325
Number Scoring 55–64	29	12	10	6	2	1	35	14	11
Number Scoring 65–84	158	147	159	20	19	24	178	166	183
Number Scoring 85–100	43	58	71	1	4	3	44	62	74
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)