

# New York State School Report Card Comprehensive Information Report

BEDS Code: 44-16-00-01-0003  
 Name: Heritage Junior High School  
 Principal: Joseph Raiti

Grade Range : 7-9

## 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	279	259	260
Eighth	240	275	257
Ninth	277	241	280
Tenth	0	0	0
Eleventh	0	0	0
Twelfth	0	0	0
Ungraded Secondary	65	63	99
Total K-12 Enrollment	861	838	896

## 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	20	2.3%	30	3.6%	0	0.0%
Black (Not Hispanic)	302	35.1%	266	31.7%	276	30.8%
Hispanic	230	26.7%	247	29.5%	294	32.8%
White (Not Hispanic)	309	35.9%	295	35.2%	326	36.4%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	23	23	23
Mathematics Grade 8	23	26	23
Science Grade 8	24	26	23
Social Studies Grade 8	24	25	22
English Grade 10	0	25	0
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	0	0

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
26	All schools in this group are middle level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for middle 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	22	2.6%	20	2.4%	28	3.1%
Eligible for Free Lunch	350	40.7%	375	44.8%	386	43.1%

### 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		90.0%		89.7%		89.1%
Student Suspensions	193	23.8%	226	26.3%	226	27.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	11.0%	11.9%	12.3%
Public Assistance	11-20%	21-30%	41-50%
Student Stability	89%	100%	100%

### Staff Counts

Staff	2003-04
Total Teachers	69
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	9

\*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	0	0	0%	0	0	0%	0	0	0%
Students with Disabilities	8	0	0%	0	0	0%	0	0	0%
All Students	8	0	0%	0	0	0%	0	0	0%

\*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	0	0	0	0	0	0
Percent	0%	0%	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)
0	0	0	0

\*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.
<b>General-Education Students</b>	Dropped Out	0		7		2	0.8%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		7		2	0.8%
<b>Students with Disabilities</b>	Dropped Out	1		0		2	4.1%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		0		2	4.1%
<b>All Students</b>	Dropped Out	1	0.3%	7	2.7%	4	1.3%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	1	0.3%	7	2.7%	4	1.3%

\*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	482
	Number of Students with Disabilities	0	0	98
	Number of All Students	0	0	580
	Percent of Enrollment	0%	0%	100%
9-12	Number of General-Education Students	0	0	272
	Number of Students with Disabilities	0	0	28
	Number of All Students	0	0	300
	Percent of Enrollment	0%	0%	95%

## 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; 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%	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	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%	0	0%	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	0	0%	0	0%	0	0%
Science	0	0%	0	0%	1	#
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	9	67%	0	0%	15	40%
Science	0	0%	0	0%	14	71%
Reading	3	#	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	2	#	0	0%	1	#
U.S. Hist & Gov't	5	0%	0	0%	0	0%

(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	8	2	0	0	0	0
Number Scoring 55-100	6	#	0	0	0	0
Number Scoring 65-100	3	#	0	0	0	0
Number Scoring 85-100	0	#	0	0	0	0
Percentage of Tested Scoring 55-100	75%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	38%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	0%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	6	53	55	1	0	1
Number Scoring 55-100	2	51	54	#	0	#
Number Scoring 65-100	2	48	53	#	0	#
Number Scoring 85-100	0	2	13	#	0	#
Percentage of Tested Scoring 55-100	33%	96%	98%	#	0%	#
Percentage of Tested Scoring 65-100	33%	91%	96%	#	0%	#
Percentage of Tested Scoring 85-100	0%	4%	24%	#	0%	#
<b>Mathematics B</b>						
Number Tested	0	10	0	0	0	0
Number Scoring 55-100	0	10	0	0	0	0
Number Scoring 65-100	0	10	0	0	0	0
Number Scoring 85-100	0	2	0	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	20%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	13	0	0	3	0	0
Number Scoring 55-100	3	0	0	#	0	0
Number Scoring 65-100	2	0	0	#	0	0
Number Scoring 85-100	0	0	0	#	0	0
Percentage of Tested Scoring 55-100	23%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	15%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	#	0%	0%
<b>U.S. History and Government</b>						
Number Tested	17	0	0	3	0	0
Number Scoring 55-100	9	0	0	#	0	0
Number Scoring 65-100	2	0	0	#	0	0
Number Scoring 85-100	0	0	0	#	0	0
Percentage of Tested Scoring 55-100	53%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	12%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	#	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	104	144	161	3	1	6
Number Scoring 55-100	93	135	143	#	#	5
Number Scoring 65-100	88	112	127	#	#	4
Number Scoring 85-100	8	12	11	#	#	0
Percentage of Tested Scoring 55-100	89%	94%	89%	#	#	83%
Percentage of Tested Scoring 65-100	85%	78%	79%	#	#	67%
Percentage of Tested Scoring 85-100	8%	8%	7%	#	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	9	56	46	1	1	1
Number Scoring 55-100	8	54	46	#	#	#
Number Scoring 65-100	6	51	44	#	#	#
Number Scoring 85-100	0	16	9	#	#	#
Percentage of Tested Scoring 55-100	89%	96%	100%	#	#	#
Percentage of Tested Scoring 65-100	67%	91%	96%	#	#	#
Percentage of Tested Scoring 85-100	0%	29%	20%	#	#	#
<b>Physical Setting/Chemistry</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>Physical Setting/Physics</b>						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			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	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 Italian</b>						
Number Tested	0	0	2	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>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	3	0	5	0	0	0
Number Scoring 55-100	#	0	5	0	0	0
Number Scoring 65-100	#	0	5	0	0	0
Number Scoring 85-100	#	0	5	0	0	0
Percentage of Tested Scoring 55-100	#	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	0%	100%	0%	0%	0%
<b>Comprehensive Latin</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%

(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	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%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	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
<b>Nov 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%

## 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	213	12%	58%	28%	2%
	Students with Disabilities	28	64%	36%	0%	0%
	All Students	241	18%	56%	24%	2%

(Form - I)

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 7-8)</b>						
Number Tested			17			0
Beginning (0-18)			1			0
Intermediate (19-31)			1			0
Advanced (32-36)			10			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			18			0
Beginning (0-14)			0			0
Intermediate (15-24)			11			0
Advanced (25-32)			5			0
Proficient (33-35)			2			0
<b>Listening and Speaking (Grade 9-12)</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 9-12)</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 - L)