

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-05-15-03-0000

Name: Jericho Union Free School District

Superintendent: Henry L. Grishman

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	229	232	166
First	198	235	239
Second	223	203	243
Third	250	229	214
Fourth	245	259	231
Fifth	259	253	273
Sixth	229	277	269
Ungraded Elementary	0	0	0
Seventh	254	239	288
Eighth	233	256	242
Ninth	227	241	270
Tenth	194	245	245
Eleventh	184	200	250
Twelfth	182	190	199
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2907	3059	3129

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	392	13.5%	420	13.7%	462	14.8%
Black (Not Hispanic)	44	1.5%	44	1.4%	56	1.8%
Hispanic	31	1.1%	25	0.8%	21	0.7%
White (Not Hispanic)	2440	83.9%	2570	84.0%	2590	82.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	23	22	19
Common Branch	21	22	21
English Grade 8	20	16	15
Mathematics Grade 8	21	21	19
Science Grade 8	21	20	20
Social Studies Grade 8	20	20	19
English Grade 10	17	20	18
Mathematics Grade 10	21	21	17
Science Grade 10	0	15	18
Social Studies Grade 10	22	18	18

(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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	51	1.8%	62	2.0%	80	2.6%
Eligible for Free Lunch	15	0.5%	24	0.8%	34	1.1%

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		96.3%		96.3%		96.4%
Student Suspensions	22	0.8%	28	1.0%	33	1.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.1%	0.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	331
Total Other Professional Staff	52
Total Paraprofessionals	98
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	168	162	96%	169	160	95%	166	165	99%
Students with Disabilities	14	10	71%	22	18	82%	32	32	100%
All Students	182	172	95%	191	178	93%	198	197	99%

*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	179	14	2	0	2	1
Percent	90%	7%	1%	0%	1%	1%

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)
32	32	1	33

*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			0		0	
	Entered GED Program*			1		0	
	Total Noncompleters			1		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	1	0.1%	0	0.0%
	Total Noncompleters	0	0.0%	1	0.1%	0	0.0%

*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		695	0
	Number of Students with Disabilities		77	0
	Number of All Students		772	0
	Percent of Enrollment		100%	0%
9-12	Number of General-Education Students		620	0
	Number of Students with Disabilities		108	0
	Number of All Students		728	0
	Percent of Enrollment		83%	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	19	100%	39	97%	25	100%
German	0	0%	0	0%	0	0%
Italian	30	100%	27	100%	32	100%
Latin	0	0%	0	0%	0	0%
Spanish	146	100%	127	100%	154	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	1	#
German	0	0%	0	0%	0	0%
Italian	3	#	4	#	2	#
Latin	0	0%	0	0%	0	0%
Spanish	15	100%	12	92%	22	100%

(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%	1	#
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	5	100%	0	0%	0	0%
Science	4	#	0	0%	0	0%
Reading	3	#	0	0%	0	0%
Writing	3	#	1	#	0	0%
Global Studies	0	0%	4	#	0	0%
U.S. Hist & Gov't	2	#	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	188	197	248	24	33	22
Number Scoring 55–100	186	196	248	22	32	22
Number Scoring 65–100	184	195	247	20	32	22
Number Scoring 85–100	142	141	195	8	6	10
Percentage of Tested Scoring 55–100	99%	99%	100%	92%	97%	100%
Percentage of Tested Scoring 65–100	98%	99%	100%	83%	97%	100%
Percentage of Tested Scoring 85–100	76%	72%	79%	33%	18%	45%
Mathematics A						
Number Tested	0	1	235	0	0	34
Number Scoring 55–100	0	#	235	0	0	34
Number Scoring 65–100	0	#	235	0	0	34
Number Scoring 85–100	0	#	142	0	0	10
Percentage of Tested Scoring 55–100	0%	#	100%	0%	0%	100%
Percentage of Tested Scoring 65–100	0%	#	100%	0%	0%	100%
Percentage of Tested Scoring 85–100	0%	#	60%	0%	0%	29%
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	173	243	242	32	24	33
Number Scoring 55–100	173	242	242	32	23	33
Number Scoring 65–100	173	238	242	32	22	33
Number Scoring 85–100	127	138	177	12	8	12
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	96%	100%
Percentage of Tested Scoring 65–100	100%	98%	100%	100%	92%	100%
Percentage of Tested Scoring 85–100	73%	57%	73%	38%	33%	36%
U.S. History and Government (first administered June 2001)						
Number Tested	197	195	256	22	32	29
Number Scoring 55–100	197	195	256	22	32	29
Number Scoring 65–100	196	191	255	21	30	28
Number Scoring 85–100	164	133	201	13	9	15
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	98%	100%	95%	94%	97%
Percentage of Tested Scoring 85–100	83%	68%	79%	59%	28%	52%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	204	248	235	28	23	31
Number Scoring 55–100	204	248	235	28	23	31
Number Scoring 65–100	204	247	235	28	22	31
Number Scoring 85–100	99	141	133	3	3	4
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	100%	100%	96%	100%
Percentage of Tested Scoring 85–100	49%	57%	57%	11%	13%	13%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	249	222	293	29	31	37
Number Scoring 55–100	249	222	287	29	31	33
Number Scoring 65–100	248	221	286	29	31	32
Number Scoring 85–100	170	141	222	10	7	18
Percentage of Tested Scoring 55–100	100%	100%	98%	100%	100%	89%
Percentage of Tested Scoring 65–100	100%	100%	98%	100%	100%	86%
Percentage of Tested Scoring 85–100	68%	64%	76%	34%	23%	49%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		192	257		17	20
Number Scoring 55–100		191	255		16	20
Number Scoring 65–100		170	238		12	16
Number Scoring 85–100		47	67		2	2
Percentage of Tested Scoring 55–100		99%	99%		94%	100%
Percentage of Tested Scoring 65–100		89%	93%		71%	80%
Percentage of Tested Scoring 85–100		24%	26%		12%	10%
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	23	38	21	1	1	0
Number Scoring 55–100	23	38	21	#	#	0
Number Scoring 65–100	23	38	21	#	#	0
Number Scoring 85–100	19	30	20	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 85–100	83%	79%	95%	#	#	0%
Comprehensive Italian						
Number Tested	29	23	31	13	0	4
Number Scoring 55–100	29	23	31	13	0	#
Number Scoring 65–100	29	23	31	13	0	#
Number Scoring 85–100	24	16	18	12	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	100%	0%	#
Percentage of Tested Scoring 85–100	83%	70%	58%	92%	0%	#
Comprehensive German						
Number Tested	0	1	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	2	0	0	1	0
Number Scoring 55–100	0	#	0	0	#	0
Number Scoring 65–100	0	#	0	0	#	0
Number Scoring 85–100	0	#	0	0	#	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	#	0%
Comprehensive Spanish						
Number Tested	118	160	179	5	7	13
Number Scoring 55–100	118	160	179	5	7	13
Number Scoring 65–100	117	160	179	5	7	13
Number Scoring 85–100	91	109	162	3	3	10
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 85–100	77%	68%	91%	60%	43%	77%
Comprehensive Latin						
Number Tested	6	15	11	0	1	0
Number Scoring 55–100	6	15	11	0	#	0
Number Scoring 65–100	6	15	11	0	#	0
Number Scoring 85–100	5	12	7	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	83%	80%	64%	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	216	241	7	34	22	3
Number Scoring 55–100	216	238	6	34	19	#
Number Scoring 65–100	201	237	6	24	19	#
Number Scoring 85–100	149	195	4	7	9	#
Percentage of Tested Scoring 55–100	100%	99%	86%	100%	86%	#
Percentage of Tested Scoring 65–100	93%	98%	86%	71%	86%	#
Percentage of Tested Scoring 85–100	69%	81%	57%	21%	41%	#
Sequential Mathematics, Course III						
Number Tested	176	211	245	16	29	19
Number Scoring 55–100	176	209	240	16	27	17
Number Scoring 65–100	171	204	240	15	24	17
Number Scoring 85–100	128	169	180	8	13	7
Percentage of Tested Scoring 55–100	100%	99%	98%	100%	93%	89%
Percentage of Tested Scoring 65–100	97%	97%	98%	94%	83%	89%
Percentage of Tested Scoring 85–100	73%	80%	73%	50%	45%	37%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	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%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	236	0%	0%	23%	77%
	Students with Disabilities	33	0%	3%	36%	61%
	All Students	269	0%	0%	25%	75%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	216	0%	5%	56%	40%
	Students with Disabilities	28	0%	25%	68%	7%
	All Students	244	0%	7%	57%	36%

(Form – J)

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	165	165	165	34	34	34	199	199	199
Number Scoring 55–64	0	0	0	0	0	0	0	0	0
Number Scoring 65–84	29	38	46	18	23	12	47	61	58
Number Scoring 85–100	133	125	117	14	9	20	147	134	137
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)