

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-52-07-0002

Grade Range : 7-12

Name: Elmont Memorial Junior-Senior High School

Principal: Al Harper

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	327	311	346
Eighth	334	321	324
Ninth	412	396	321
Tenth	308	354	342
Eleventh	335	275	340
Twelfth	258	262	293
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1974	1919	1966

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	263	13.3%	215	11.2%	209	10.6%
Black (Not Hispanic)	1412	71.5%	1433	74.7%	1475	75.0%
Hispanic	224	11.3%	221	11.5%	233	11.9%
White (Not Hispanic)	75	3.8%	50	2.6%	49	2.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	25	27	28
Mathematics Grade 8	24	29	28
Science Grade 8	26	28	27
Social Studies Grade 8	26	28	28
English Grade 10	26	28	25
Mathematics Grade 10	24	26	25
Science Grade 10	24	26	26
Social Studies Grade 10	26	30	30

(Form - A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average 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	13	0.7%	18	0.9%	15	0.8%
Eligible for Free Lunch	337	17.1%	304	15.8%	287	14.6%

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		96.8%		97.4%		97.3%
Student Suspensions	189	10.2%	172	8.7%	257	13.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.3%	8.0%	9.1%
Public Assistance	11-20%	11-20%	21-30%
Student Stability	97%	98%	97%

Staff Counts

Staff	2003-04
Total Teachers	121
Total Other Professional Staff	17
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*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	267	253	95%	278	187	67%	270	196	73%
Students with Disabilities	22	21	95%	24	5	21%	22	5	23%
All Students	289	274	95%	302	192	64%	292	201	69%

*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	192	75	12	1	12	0
Percent	66%	26%	4%	0%	4%	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)
22	5	0	22

*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	0		2		1	0.1%
	Entered GED Program*	3		11		11	0.9%
	Total Noncompleters	3		13		12	1.0%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		1		1	1.1%
	Total Noncompleters	0		1		1	1.1%
All Students	Dropped Out	0	0.0%	2	0.2%	1	0.1%
	Entered GED Program*	3	0.2%	12	0.9%	12	0.9%
	Total Noncompleters	3	0.2%	14	1.1%	13	1.0%

*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	604	562	670
	Number of Students with Disabilities	57	70	0
	Number of All Students	661	632	670
	Percent of Enrollment	100%	100%	100%
9-12	Number of General-Education Students	1235	1197	1296
	Number of Students with Disabilities	78	90	0
	Number of All Students	1313	1287	1296
	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			
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%	32	97%	56	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	32	97%	43	86%
Latin	0	0%	0	0%	0	0%
Spanish	180	95%	56	96%	72	94%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	1	#	5	100%
Latin	0	0%	0	0%	0	0%
Spanish	6	83%	1	#	1	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	100%	119	61%	8	63%
Science	1	#	49	61%	7	86%
Reading	0	0%	7	57%	7	43%
Writing	0	0%	6	67%	7	43%
Global Studies	0	0%	31	58%	37	54%
U.S. Hist & Gov't	0	0%	4	#	9	89%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	100%	18	56%	6	100%
Science	1	#	6	83%	1	#
Reading	2	#	3	#	7	43%
Writing	2	#	2	#	7	71%
Global Studies	3	#	3	#	11	64%
U.S. Hist & Gov't	3	#	1	#	3	#

(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	319	310	331	27	20	18
Number Scoring 55-100	310	306	323	23	19	14
Number Scoring 65-100	290	298	318	18	14	14
Number Scoring 85-100	128	214	215	0	6	1
Percentage of Tested Scoring 55-100	97%	99%	98%	85%	95%	78%
Percentage of Tested Scoring 65-100	91%	96%	96%	67%	70%	78%
Percentage of Tested Scoring 85-100	40%	69%	65%	0%	30%	6%
Mathematics A						
Number Tested	171	441	462	19	29	30
Number Scoring 55-100	103	366	439	3	18	25
Number Scoring 65-100	82	300	411	0	13	22
Number Scoring 85-100	33	45	129	0	0	2
Percentage of Tested Scoring 55-100	60%	83%	95%	16%	62%	83%
Percentage of Tested Scoring 65-100	48%	68%	89%	0%	45%	73%
Percentage of Tested Scoring 85-100	19%	10%	28%	0%	0%	7%
Mathematics B						
Number Tested	0	63	86	0	0	0
Number Scoring 55-100	0	50	86	0	0	0
Number Scoring 65-100	0	42	81	0	0	0
Number Scoring 85-100	0	6	28	0	0	0
Percentage of Tested Scoring 55-100	0%	79%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	67%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	10%	33%	0%	0%	0%
Global History and Geography						
Number Tested	289	369	332	8	25	25
Number Scoring 55-100	275	329	285	7	21	18
Number Scoring 65-100	255	296	251	5	20	15
Number Scoring 85-100	51	78	76	0	0	1
Percentage of Tested Scoring 55-100	95%	89%	86%	88%	84%	72%
Percentage of Tested Scoring 65-100	88%	80%	76%	62%	80%	60%
Percentage of Tested Scoring 85-100	18%	21%	23%	0%	0%	4%
U.S. History and Government						
Number Tested	200	323	395	28	18	21
Number Scoring 55-100	194	318	384	26	17	19
Number Scoring 65-100	175	311	371	23	17	18
Number Scoring 85-100	39	176	189	3	1	0
Percentage of Tested Scoring 55-100	97%	98%	97%	93%	94%	90%
Percentage of Tested Scoring 65-100	88%	96%	94%	82%	94%	86%
Percentage of Tested Scoring 85-100	20%	54%	48%	11%	6%	0%

(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	316	380	292	19	18	24
Number Scoring 55-100	306	369	282	19	15	22
Number Scoring 65-100	299	349	266	19	10	21
Number Scoring 85-100	101	106	75	2	0	3
Percentage of Tested Scoring 55-100	97%	97%	97%	100%	83%	92%
Percentage of Tested Scoring 65-100	95%	92%	91%	100%	56%	88%
Percentage of Tested Scoring 85-100	32%	28%	26%	11%	0%	12%
Physical Setting/Earth Science						
Number Tested	347	362	424	6	16	19
Number Scoring 55-100	328	308	376	5	15	9
Number Scoring 65-100	290	259	314	4	12	5
Number Scoring 85-100	75	101	52	0	1	0
Percentage of Tested Scoring 55-100	95%	85%	89%	83%	94%	47%
Percentage of Tested Scoring 65-100	84%	72%	74%	67%	75%	26%
Percentage of Tested Scoring 85-100	22%	28%	12%	0%	6%	0%
Physical Setting/Chemistry						
Number Tested	284	375	360	12	10	4
Number Scoring 55-100	225	311	297	6	7	#
Number Scoring 65-100	129	191	201	2	3	#
Number Scoring 85-100	12	19	19	0	0	#
Percentage of Tested Scoring 55-100	79%	83%	82%	50%	70%	#
Percentage of Tested Scoring 65-100	45%	51%	56%	17%	30%	#
Percentage of Tested Scoring 85-100	4%	5%	5%	0%	0%	#
Physical Setting/Physics						
Number Tested			56			0
Number Scoring 55-100			51			0
Number Scoring 65-100			38			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			91%			0%
Percentage of Tested Scoring 65-100			68%			0%
Percentage of Tested Scoring 85-100			5%			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
Comprehensive French						
Number Tested	0	96	75	0	2	1
Number Scoring 55–100	0	87	70	0	#	#
Number Scoring 65–100	0	81	70	0	#	#
Number Scoring 85–100	0	36	40	0	#	#
Percentage of Tested Scoring 55–100	0%	91%	93%	0%	#	#
Percentage of Tested Scoring 65–100	0%	84%	93%	0%	#	#
Percentage of Tested Scoring 85–100	0%	38%	53%	0%	#	#
Comprehensive Italian						
Number Tested	0	0	34	0	0	2
Number Scoring 55–100	0	0	33	0	0	#
Number Scoring 65–100	0	0	31	0	0	#
Number Scoring 85–100	0	0	20	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	91%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	59%	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	0	209	199	0	4	3
Number Scoring 55–100	0	207	189	0	#	#
Number Scoring 65–100	0	196	184	0	#	#
Number Scoring 85–100	0	97	89	0	#	#
Percentage of Tested Scoring 55–100	0%	99%	95%	0%	#	#
Percentage of Tested Scoring 65–100	0%	94%	92%	0%	#	#
Percentage of Tested Scoring 85–100	0%	46%	45%	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	305	173	29	11	4	1
Number Scoring 55-100	190	92	18	3	#	#
Number Scoring 65-100	155	70	13	3	#	#
Number Scoring 85-100	49	9	1	0	#	#
Percentage of Tested Scoring 55-100	62%	53%	62%	27%	#	#
Percentage of Tested Scoring 65-100	51%	40%	45%	27%	#	#
Percentage of Tested Scoring 85-100	16%	5%	3%	0%	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	136	99%	170	93%	98	94%
Students with Disabilities	20	90%	17	82%	21	67%

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	285	1%	45%	46%	8%
	Students with Disabilities	39	21%	74%	5%	0%
	All Students	324	3%	48%	41%	7%

(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	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

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	250	250	250	18	18	18	268	268	268
Number Scoring 55–64	9	2	4	4	1	0	13	3	4
Number Scoring 65–84	187	89	148	10	15	15	197	104	163
Number Scoring 85–100	48	156	97	0	1	2	48	157	99
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
Listening and Speaking (Grade 7-8)						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			1			0
Proficient (37-39)			4			0
Reading and Writing (Grade 7-8)						
Number Tested			5			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			4			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 9-12)						
Number Tested			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			1			0
Proficient (37-39)			5			0
Reading and Writing (Grade 9-12)						
Number Tested			6			0
Beginning (0-14)			0			0
Intermediate (15-24)			1			0
Advanced (25-32)			3			0
Proficient (33-35)			2			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)