

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-52-07-0003
 Name: Floral Park Memorial High School
 Principal: Gloria O'Connor

Grade Range : 7-12

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	249	280	277
Eighth	260	259	281
Ninth	247	238	232
Tenth	248	257	243
Eleventh	222	245	254
Twelfth	232	210	228
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1458	1489	1515

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	108	7.4%	112	7.5%	125	8.3%
Black (Not Hispanic)	116	8.0%	141	9.5%	155	10.2%
Hispanic	150	10.3%	152	10.2%	158	10.4%
White (Not Hispanic)	1084	74.3%	1084	72.8%	1077	71.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	28	28	27
Mathematics Grade 8	25	28	27
Science Grade 8	28	28	27
Social Studies Grade 8	24	31	27
English Grade 10	26	27	25
Mathematics Grade 10	25	24	25
Science Grade 10	25	25	27
Social Studies Grade 10	27	28	26

(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
49	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 lower 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%	3	0.2%	3	0.2%
Eligible for Free Lunch	64	4.4%	66	4.4%	80	5.3%

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		95.6%		95.7%		96.4%
Student Suspensions	70	4.8%	66	4.5%	64	4.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	3.0%	2.5%	3.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	100%	99%

Staff Counts

Staff	2003-04
Total Teachers	91
Total Other Professional Staff	22
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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	215	181	84%	201	176	88%	196	186	95%
Students with Disabilities	20	10	50%	20	4	20%	25	11	44%
All Students	235	191	81%	221	180	81%	221	197	89%

*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	156	59	0	1	5	0
Percent	71%	27%	0%	0%	2%	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)
25	11	0	25

*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	3		0		3	0.4%
	Entered GED Program*	5		6		3	0.4%
	Total Noncompleters	8		6		6	0.7%
Students with Disabilities	Dropped Out	1		0		1	0.9%
	Entered GED Program*	3		3		2	1.7%
	Total Noncompleters	4		3		3	2.6%
All Students	Dropped Out	4	0.4%	0	0.0%	4	0.4%
	Entered GED Program*	8	0.8%	9	0.9%	5	0.5%
	Total Noncompleters	12	1.3%	9	0.9%	9	0.9%

*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	399	470	479
	Number of Students with Disabilities	55	69	79
	Number of All Students	454	539	558
	Percent of Enrollment	89%	100%	100%
9-12	Number of General-Education Students	717	821	836
	Number of Students with Disabilities	116	129	121
	Number of All Students	833	950	957
	Percent of Enrollment	88%	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%	0	0%	14	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	33	100%	25	100%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	56	100%	69	96%

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%	2	#	1	#
Science	1	#	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	48	92%	2	#
Science	8	63%	9	33%	4	#
Reading	14	79%	9	100%	4	#
Writing	11	91%	10	100%	6	100%
Global Studies	5	40%	14	86%	0	0%
U.S. Hist & Gov't	3	#	4	#	6	83%

(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	219	239	256	23	32	32
Number Scoring 55-100	217	235	248	21	29	28
Number Scoring 65-100	214	232	238	19	29	23
Number Scoring 85-100	138	146	154	1	3	4
Percentage of Tested Scoring 55-100	99%	98%	97%	91%	91%	88%
Percentage of Tested Scoring 65-100	98%	97%	93%	83%	91%	72%
Percentage of Tested Scoring 85-100	63%	61%	60%	4%	9%	12%
Mathematics A						
Number Tested	68	204	145	2	29	3
Number Scoring 55-100	68	195	145	#	25	#
Number Scoring 65-100	67	176	145	#	19	#
Number Scoring 85-100	63	73	98	#	3	#
Percentage of Tested Scoring 55-100	100%	96%	100%	#	86%	#
Percentage of Tested Scoring 65-100	99%	86%	100%	#	66%	#
Percentage of Tested Scoring 85-100	93%	36%	68%	#	10%	#
Mathematics B						
Number Tested	0	62	113	0	1	2
Number Scoring 55-100	0	62	112	0	#	#
Number Scoring 65-100	0	62	112	0	#	#
Number Scoring 85-100	0	42	70	0	#	#
Percentage of Tested Scoring 55-100	0%	100%	99%	0%	#	#
Percentage of Tested Scoring 65-100	0%	100%	99%	0%	#	#
Percentage of Tested Scoring 85-100	0%	68%	62%	0%	#	#
Global History and Geography						
Number Tested	211	263	253	31	40	32
Number Scoring 55-100	206	256	238	30	33	26
Number Scoring 65-100	199	244	228	24	27	21
Number Scoring 85-100	80	102	143	0	3	1
Percentage of Tested Scoring 55-100	98%	97%	94%	97%	82%	81%
Percentage of Tested Scoring 65-100	94%	93%	90%	77%	68%	66%
Percentage of Tested Scoring 85-100	38%	39%	57%	0%	7%	3%
U.S. History and Government						
Number Tested	221	246	255	22	33	32
Number Scoring 55-100	215	241	248	17	30	27
Number Scoring 65-100	208	237	245	13	28	26
Number Scoring 85-100	95	159	162	0	8	10
Percentage of Tested Scoring 55-100	97%	98%	97%	77%	91%	84%
Percentage of Tested Scoring 65-100	94%	96%	96%	59%	85%	81%
Percentage of Tested Scoring 85-100	43%	65%	64%	0%	24%	31%

(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	227	287	219	25	55	14
Number Scoring 55-100	223	283	214	24	53	13
Number Scoring 65-100	222	278	210	24	52	12
Number Scoring 85-100	106	104	94	3	8	0
Percentage of Tested Scoring 55-100	98%	99%	98%	96%	96%	93%
Percentage of Tested Scoring 65-100	98%	97%	96%	96%	95%	86%
Percentage of Tested Scoring 85-100	47%	36%	43%	12%	15%	0%
Physical Setting/Earth Science						
Number Tested	217	128	281	17	9	22
Number Scoring 55-100	217	122	276	17	8	20
Number Scoring 65-100	216	119	258	16	7	18
Number Scoring 85-100	128	70	110	4	1	3
Percentage of Tested Scoring 55-100	100%	95%	98%	100%	89%	91%
Percentage of Tested Scoring 65-100	100%	93%	92%	94%	78%	82%
Percentage of Tested Scoring 85-100	59%	55%	39%	24%	11%	14%
Physical Setting/Chemistry						
Number Tested	174	178	175	2	5	11
Number Scoring 55-100	172	174	169	#	4	10
Number Scoring 65-100	149	149	150	#	2	10
Number Scoring 85-100	36	45	45	#	0	0
Percentage of Tested Scoring 55-100	99%	98%	97%	#	80%	91%
Percentage of Tested Scoring 65-100	86%	84%	86%	#	40%	91%
Percentage of Tested Scoring 85-100	21%	25%	26%	#	0%	0%
Physical Setting/Physics						
Number Tested			41			0
Number Scoring 55-100			40			0
Number Scoring 65-100			40			0
Number Scoring 85-100			16			0
Percentage of Tested Scoring 55-100			98%			0%
Percentage of Tested Scoring 65-100			98%			0%
Percentage of Tested Scoring 85-100			39%			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	14	53	0	0	2	0
Number Scoring 55-100	14	53	0	0	#	0
Number Scoring 65-100	14	53	0	0	#	0
Number Scoring 85-100	5	45	0	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	36%	85%	0%	0%	#	0%
Comprehensive Italian						
Number Tested	36	13	42	0	0	5
Number Scoring 55-100	36	13	41	0	0	4
Number Scoring 65-100	36	13	41	0	0	4
Number Scoring 85-100	18	11	32	0	0	2
Percentage of Tested Scoring 55-100	100%	100%	98%	0%	0%	80%
Percentage of Tested Scoring 65-100	100%	100%	98%	0%	0%	80%
Percentage of Tested Scoring 85-100	50%	85%	76%	0%	0%	40%
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	138	136	154	4	7	8
Number Scoring 55-100	137	136	153	#	7	7
Number Scoring 65-100	136	135	148	#	7	6
Number Scoring 85-100	99	77	102	#	2	2
Percentage of Tested Scoring 55-100	99%	100%	99%	#	100%	88%
Percentage of Tested Scoring 65-100	99%	99%	96%	#	100%	75%
Percentage of Tested Scoring 85-100	72%	57%	66%	#	29%	25%
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	184	91	1	4	4	0
Number Scoring 55-100	175	73	#	#	#	0
Number Scoring 65-100	168	64	#	#	#	0
Number Scoring 85-100	98	17	#	#	#	0
Percentage of Tested Scoring 55-100	95%	80%	#	#	#	0%
Percentage of Tested Scoring 65-100	91%	70%	#	#	#	0%
Percentage of Tested Scoring 85-100	53%	19%	#	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	63	100%	107	97%	56	98%
Students with Disabilities	13	100%	25	92%	21	86%

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	248	1%	20%	59%	20%
	Students with Disabilities	35	9%	63%	29%	0%
	All Students	283	2%	25%	55%	18%

(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	199	199	199	28	28	28	227	227	227
Number Scoring 55–64	0	1	0	5	1	0	5	2	0
Number Scoring 65–84	99	48	79	19	18	16	118	66	95
Number Scoring 85–100	100	150	119	1	7	3	101	157	122
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			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			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			2			0
Proficient (37-39)			3			0
Reading and Writing (Grade 9-12)						
Number Tested			5			0
Beginning (0-14)			0			0
Intermediate (15-24)			1			0
Advanced (25-32)			3			0
Proficient (33-35)			1			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)