

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-04-10-03-0006
 Name: Mineola High School
 Principal: Edward Escobar

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	185	190	206
Tenth	202	187	189
Eleventh	192	206	177
Twelfth	182	185	200
Ungraded Secondary	29	6	13
Total K-12 Enrollment	790	774	785

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	46	5.8%	48	6.2%	53	6.8%
Black (Not Hispanic)	22	2.8%	27	3.5%	28	3.6%
Hispanic	97	12.3%	113	14.6%	114	14.5%
White (Not Hispanic)	625	79.1%	586	75.7%	590	75.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
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	19	19	20
Mathematics Grade 10	19	22	24
Science Grade 10	19	19	23
Social Studies Grade 10	21	22	20

(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
54	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the higher 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	49	6.2%	43	5.6%	10	1.3%
Eligible for Free Lunch	69	8.7%	60	7.8%	55	7.0%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.9%		92.4%		92.7%
Student Suspensions	63	7.9%	94	11.9%	87	11.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	3.3%	4.4%	3.3%
Public Assistance	1-10%	11-20%	1-10%
Student Stability	92%	98%	98%

Staff Counts

Staff	2004-05
Total Teachers	72
Total Other Professional Staff	21
Total Paraprofessionals	NA
Teaching Out of Certification*	4

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	148	158	193
	Regents Diplomas	106	117	170
	% Regents Diplomas	72%	74%	88%
	Regents Diplomas with Advanced Designation**			80
	% Regents Diplomas with Advanced Designation			41%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	24	18	11
	Regents Diplomas	5	5	9
	% Regents Diplomas	21%	28%	82%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	1	1
All Students	Total Graduates*	172	176	204
	Regents Diplomas	111	122	179
	% Regents Diplomas	65%	69%	88%
	Regents Diplomas with Advanced Designation**			80
	% Regents Diplomas with Advanced Designation			39%
	IEP Diplomas or Local Certificates	4	1	1

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	116	66	1	3	2	0	0	5
	Percent	60%	34%	1%	2%	1%	0%	0%	3%
Students with Disabilities	Number	7	4	0	0	0	0	0	0
	Percent	64%	36%	0%	0%	0%	0%	0%	0%
All Students	Number	123	70	1	3	2	0	0	5
	Percent	60%	34%	0%	1%	1%	0%	0%	2%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	14		7	1.0%	8	1.2%
	Entered GED Program*	4		3	0.4%	0	0.0%
	Total Noncompleters	18		10	1.5%	8	1.2%
Students with Disabilities	Dropped Out	2		0	0.0%	0	0.0%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	3		0	0.0%	0	0.0%
All Students	Dropped Out	16	2.0%	7	0.9%	8	1.0%
	Entered GED Program*	5	0.6%	3	0.4%	0	0.0%
	Total Noncompleters	21	2.7%	10	1.3%	8	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)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	83%	4	#	5	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	42	100%	23	100%	0	0%
Spanish	36	67%	14	93%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	4	#	0	0%
Spanish	0	0%	6	100%	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	0	0%
Science	0	0%	0	0%	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	4	#	1	#	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	3	#	0	0%
Science	3	#	3	#	7	29%
Reading	4	#	3	#	2	#
Writing	3	#	1	#	2	#
Global Studies	0	0%	6	33%	3	#
U.S. Hist & Gov't	15	40%	4	#	6	67%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	198	219	184	28	18	28
Number Scoring 55-100	181	210	171	20	14	23
Number Scoring 65-100	167	195	152	16	13	15
Number Scoring 85-100	80	80	47	2	1	0
Percentage of Tested Scoring 55-100	91%	96%	93%	71%	78%	82%
Percentage of Tested Scoring 65-100	84%	89%	83%	57%	72%	54%
Percentage of Tested Scoring 85-100	40%	37%	26%	7%	6%	0%
Mathematics A						
Number Tested	209	359	229	11	51	38
Number Scoring 55-100	183	351	222	6	48	34
Number Scoring 65-100	162	324	210	4	36	29
Number Scoring 85-100	29	124	110	3	4	3
Percentage of Tested Scoring 55-100	88%	98%	97%	55%	94%	89%
Percentage of Tested Scoring 65-100	78%	90%	92%	36%	71%	76%
Percentage of Tested Scoring 85-100	14%	35%	48%	27%	8%	8%
Mathematics B						
Number Tested	19	72	86	0	0	0
Number Scoring 55-100	19	72	79	0	0	0
Number Scoring 65-100	19	72	74	0	0	0
Number Scoring 85-100	14	37	35	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	86%	0%	0%	0%
Percentage of Tested Scoring 85-100	74%	51%	41%	0%	0%	0%
Global History and Geography						
Number Tested	224	206	207	7	36	38
Number Scoring 55-100	206	189	195	4	31	30
Number Scoring 65-100	190	174	176	2	22	20
Number Scoring 85-100	83	77	100	0	2	1
Percentage of Tested Scoring 55-100	92%	92%	94%	57%	86%	79%
Percentage of Tested Scoring 65-100	85%	84%	85%	29%	61%	53%
Percentage of Tested Scoring 85-100	37%	37%	48%	0%	6%	3%
U.S. History and Government						
Number Tested	191	210	182	29	17	28
Number Scoring 55-100	179	206	168	22	17	20
Number Scoring 65-100	167	195	159	18	15	18
Number Scoring 85-100	96	112	93	2	7	4
Percentage of Tested Scoring 55-100	94%	98%	92%	76%	100%	71%
Percentage of Tested Scoring 65-100	87%	93%	87%	62%	88%	64%
Percentage of Tested Scoring 85-100	50%	53%	51%	7%	41%	14%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	188	221	210	1	47	39
Number Scoring 55-100	169	199	196	#	31	32
Number Scoring 65-100	155	173	166	#	18	18
Number Scoring 85-100	32	45	67	#	1	3
Percentage of Tested Scoring 55-100	90%	90%	93%	#	66%	82%
Percentage of Tested Scoring 65-100	82%	78%	79%	#	38%	46%
Percentage of Tested Scoring 85-100	17%	20%	32%	#	2%	8%
Physical Setting/Earth Science						
Number Tested	140	167	137	8	37	29
Number Scoring 55-100	129	144	122	5	27	22
Number Scoring 65-100	117	125	106	4	20	14
Number Scoring 85-100	32	29	22	0	2	0
Percentage of Tested Scoring 55-100	92%	86%	89%	62%	73%	76%
Percentage of Tested Scoring 65-100	84%	75%	77%	50%	54%	48%
Percentage of Tested Scoring 85-100	23%	17%	16%	0%	5%	0%
Physical Setting/Chemistry						
Number Tested	74	153	142	1	1	6
Number Scoring 55-100	70	149	140	#	#	5
Number Scoring 65-100	51	128	123	#	#	2
Number Scoring 85-100	13	28	27	#	#	0
Percentage of Tested Scoring 55-100	95%	97%	99%	#	#	83%
Percentage of Tested Scoring 65-100	69%	84%	87%	#	#	33%
Percentage of Tested Scoring 85-100	18%	18%	19%	#	#	0%
Physical Setting/Physics						
Number Tested		36	48		0	1
Number Scoring 55-100		35	40		0	#
Number Scoring 65-100		30	28		0	#
Number Scoring 85-100		4	3		0	#
Percentage of Tested Scoring 55-100		97%	83%		0%	#
Percentage of Tested Scoring 65-100		83%	58%		0%	#
Percentage of Tested Scoring 85-100		11%	6%		0%	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	4	4	13	0	0	0
Number Scoring 55-100	#	#	13	0	0	0
Number Scoring 65-100	#	#	13	0	0	0
Number Scoring 85-100	#	#	10	0	0	0
Percentage of Tested Scoring 55-100	#	#	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	#	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	#	77%	0%	0%	0%
Comprehensive Italian						
Number Tested	29	23	0	2	1	0
Number Scoring 55-100	29	23	0	#	#	0
Number Scoring 65-100	29	23	0	#	#	0
Number Scoring 85-100	13	15	0	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	0%	#	#	0%
Percentage of Tested Scoring 65-100	100%	100%	0%	#	#	0%
Percentage of Tested Scoring 85-100	45%	65%	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	131	109	133	3	5	10
Number Scoring 55-100	130	108	132	#	5	10
Number Scoring 65-100	125	107	132	#	5	10
Number Scoring 85-100	85	80	103	#	4	7
Percentage of Tested Scoring 55-100	99%	99%	99%	#	100%	100%
Percentage of Tested Scoring 65-100	95%	98%	99%	#	100%	100%
Percentage of Tested Scoring 85-100	65%	73%	77%	#	80%	70%
Comprehensive Latin						
Number Tested	4	6	16	0	0	6
Number Scoring 55-100	#	5	16	0	0	6
Number Scoring 65-100	#	5	16	0	0	6
Number Scoring 85-100	#	0	2	0	0	0
Percentage of Tested Scoring 55-100	#	83%	100%	0%	0%	100%
Percentage of Tested Scoring 65-100	#	83%	100%	0%	0%	100%
Percentage of Tested Scoring 85-100	#	0%	12%	0%	0%	0%

(Form – H)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	178	178	178	15	15	15	193	193	193
Number Scoring 55–64	3	3	3	1	0	1	4	3	4
Number Scoring 65–84	91	63	99	10	6	12	101	69	111
Number Scoring 85–100	80	105	74	1	5	1	81	110	75
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		37	0		0	0
Beginning		4	0		0	0
Intermediate		11	0		0	0
Advanced		12	0		0	0
Proficient		10	0		0	0
Reading and Writing (Grade 9-12)						
Number Tested		37	0		0	0
Beginning		9	0		0	0
Intermediate		9	0		0	0
Advanced		17	0		0	0
Proficient		2	0		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)