

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-04-10-03-0000

Name: Mineola Union Free School District

Superintendent: Lorenzo Licopoli

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	167	184	178
Kindergarten	202	189	185
First	224	211	196
Second	212	230	208
Third	230	213	226
Fourth	182	229	209
Fifth	224	193	225
Sixth	186	223	209
Ungraded Elementary	24	32	32
Seventh	205	200	229
Eighth	215	203	197
Ninth	190	203	185
Tenth	201	197	202
Eleventh	231	196	192
Twelfth	180	198	182
Ungraded Secondary	0	0	29
Total K-12 Enrollment	2706	2717	2706

## 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	163	6.0%	155	5.7%	170	6.3%
Black (Not Hispanic)	72	2.7%	57	2.1%	63	2.3%
Hispanic	340	12.6%	348	12.8%	406	15.0%
White (Not Hispanic)	2131	78.8%	2157	79.4%	2067	76.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	18	17
Common Branch	20	20	20
English Grade 8	25	20	16
Mathematics Grade 8	22	21	22
Science Grade 8	24	21	24
Social Studies Grade 8	25	24	24
English Grade 10	18	15	19
Mathematics Grade 10	20	20	19
Science Grade 10	19	23	19
Social Studies Grade 10	19	20	21

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	283	9.9%	276	9.5%	304	10.5%
<b>Eligible for Free Lunch</b>	241	9.6%	251	9.9%	255	10.1%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.1%		95.4%		95.6%
<b>Student Suspensions</b>	100	3.7%	91	3.4%	85	3.1%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	3.0%	3.3%	5.3%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	267
Total Other Professional Staff	56
Total Paraprofessionals	129
Teaching Out of Certification*	3
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	149	95	64%	172	171	99%	148	106	72%
Students with Disabilities	22	0	0%	29	29	100%	24	5	21%
All Students	171	95	56%	201	200	100%	172	111	65%

\*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	112	43	0	1	16	0
Percent	65%	25%	0%	1%	9%	0%

## 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)
24	5	4	28

\*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			7		14	
	Entered GED Program*			0		4	
	Total Noncompleters			7		18	
Students with Disabilities	Dropped Out			3		2	
	Entered GED Program*			0		1	
	Total Noncompleters			3		3	
All Students	Dropped Out	7	0.9%	10	1.3%	16	2.0%
	Entered GED Program*	7	0.9%	0	0.0%	5	0.6%
	Total Noncompleters	14	1.7%	10	1.3%	21	2.7%

\*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9–12	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%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	0	0%	22	95%
German	0	0%	0	0%	0	0%
Italian	40	93%	24	96%	0	0%
Latin	34	100%	0	0%	42	100%
Spanish	132	95%	107	98%	188	93%

### Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	2	#	0	0%	0	0%
Latin	0	0%	0	0%	1	#
Spanish	3	#	1	#	0	0%

(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%	6	67%	4	#
Science	21	67%	9	78%	0	0%
Reading	1	#	3	#	0	0%
Writing	1	#	2	#	0	0%
Global Studies	2	#	8	88%	0	0%
U.S. Hist & Gov't	18	33%	10	70%	4	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	59	71%	23	57%	3	#
Science	43	56%	22	55%	3	#
Reading	37	68%	18	72%	4	#
Writing	34	82%	21	76%	3	#
Global Studies	52	29%	25	32%	0	0%
U.S. Hist & Gov't	34	38%	18	28%	15	40%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	234	168	198	48	27	28
Number Scoring 55–100	196	159	181	16	18	20
Number Scoring 65–100	157	141	167	8	9	16
Number Scoring 85–100	31	55	80	0	0	2
Percentage of Tested Scoring 55–100	84%	95%	91%	33%	67%	71%
Percentage of Tested Scoring 65–100	67%	84%	84%	17%	33%	57%
Percentage of Tested Scoring 85–100	13%	33%	40%	0%	0%	7%
<b>Mathematics A</b>						
Number Tested	0	193	209	0	18	11
Number Scoring 55–100	0	155	183	0	9	6
Number Scoring 65–100	0	137	162	0	3	4
Number Scoring 85–100	0	48	29	0	1	3
Percentage of Tested Scoring 55–100	0%	80%	88%	0%	50%	55%
Percentage of Tested Scoring 65–100	0%	71%	78%	0%	17%	36%
Percentage of Tested Scoring 85–100	0%	25%	14%	0%	6%	27%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	19	0	0	0
Number Scoring 55–100	0	0	19	0	0	0
Number Scoring 65–100	0	0	19	0	0	0
Number Scoring 85–100	0	0	14	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	74%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	217	179	224	48	27	7
Number Scoring 55–100	195	168	206	31	20	4
Number Scoring 65–100	169	149	190	14	13	2
Number Scoring 85–100	81	55	83	1	0	0
Percentage of Tested Scoring 55–100	90%	94%	92%	65%	74%	57%
Percentage of Tested Scoring 65–100	78%	83%	85%	29%	48%	29%
Percentage of Tested Scoring 85–100	37%	31%	37%	2%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	204	178	191	35	29	29
Number Scoring 55–100	177	162	179	19	20	22
Number Scoring 65–100	149	146	167	8	14	18
Number Scoring 85–100	82	67	96	2	0	2
Percentage of Tested Scoring 55–100	87%	91%	94%	54%	69%	76%
Percentage of Tested Scoring 65–100	73%	82%	87%	23%	48%	62%
Percentage of Tested Scoring 85–100	40%	38%	50%	6%	0%	7%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	203	190	188	37	18	1
Number Scoring 55–100	192	187	169	30	16	#
Number Scoring 65–100	166	181	155	18	15	#
Number Scoring 85–100	33	54	32	0	0	#
Percentage of Tested Scoring 55–100	95%	98%	90%	81%	89%	#
Percentage of Tested Scoring 65–100	82%	95%	82%	49%	83%	#
Percentage of Tested Scoring 85–100	16%	28%	17%	0%	0%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	90	146	140	19	19	8
Number Scoring 55–100	76	124	129	6	14	5
Number Scoring 65–100	73	109	117	5	9	4
Number Scoring 85–100	20	35	32	0	1	0
Percentage of Tested Scoring 55–100	84%	85%	92%	32%	74%	62%
Percentage of Tested Scoring 65–100	81%	75%	84%	26%	47%	50%
Percentage of Tested Scoring 85–100	22%	24%	23%	0%	5%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		81	74		2	1
Number Scoring 55–100		79	70		#	#
Number Scoring 65–100		65	51		#	#
Number Scoring 85–100		19	13		#	#
Percentage of Tested Scoring 55–100		98%	95%		#	#
Percentage of Tested Scoring 65–100		80%	69%		#	#
Percentage of Tested Scoring 85–100		23%	18%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	11	4	4	0	0	0
Number Scoring 55–100	10	#	#	0	0	0
Number Scoring 65–100	10	#	#	0	0	0
Number Scoring 85–100	4	#	#	0	0	0
Percentage of Tested Scoring 55–100	91%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	36%	#	#	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	10	6	29	2	0	2
Number Scoring 55–100	9	6	29	#	0	#
Number Scoring 65–100	9	6	29	#	0	#
Number Scoring 85–100	3	2	13	#	0	#
Percentage of Tested Scoring 55–100	90%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	90%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	30%	33%	45%	#	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	92	71	131	2	1	3
Number Scoring 55–100	91	70	130	#	#	#
Number Scoring 65–100	91	70	125	#	#	#
Number Scoring 85–100	64	47	85	#	#	#
Percentage of Tested Scoring 55–100	99%	99%	99%	#	#	#
Percentage of Tested Scoring 65–100	99%	99%	95%	#	#	#
Percentage of Tested Scoring 85–100	70%	66%	65%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	17	11	4	0	0	0
Number Scoring 55–100	17	11	#	0	0	0
Number Scoring 65–100	17	10	#	0	0	0
Number Scoring 85–100	4	1	#	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	91%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	24%	9%	#	0%	0%	0%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	194	20	2	18	0	0
Number Scoring 55–100	135	14	#	6	0	0
Number Scoring 65–100	112	9	#	2	0	0
Number Scoring 85–100	53	4	#	1	0	0
Percentage of Tested Scoring 55–100	70%	70%	#	33%	0%	0%
Percentage of Tested Scoring 65–100	58%	45%	#	11%	0%	0%
Percentage of Tested Scoring 85–100	27%	20%	#	6%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	118	85	28	0	2	3
Number Scoring 55–100	111	84	26	0	#	#
Number Scoring 65–100	108	81	26	0	#	#
Number Scoring 85–100	63	55	9	0	#	#
Percentage of Tested Scoring 55–100	94%	99%	93%	0%	#	#
Percentage of Tested Scoring 65–100	92%	95%	93%	0%	#	#
Percentage of Tested Scoring 85–100	53%	65%	32%	0%	#	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	6	100%	21	100%	38	79%
Students with Disabilities	12	100%	15	87%	12	58%

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
<b>Nov 2002</b>	General-Education Students	190	1%	1%	56%	42%
	Students with Disabilities	35	6%	14%	66%	14%
	All Students	225	2%	3%	58%	38%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	194	1%	21%	57%	22%
	Students with Disabilities	6	0%	83%	17%	0%
	All Students	200	1%	23%	56%	21%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	149	149	149	29	29	29	178	178	178
Number Scoring 55–64	5	9	11	5	6	5	10	15	16
Number Scoring 65–84	66	62	74	15	12	12	81	74	86
Number Scoring 85–100	71	67	55	2	2	1	73	69	56
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)