

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-52-07-0005

Grade Range : 7-12

Name: New Hyde Park Memorial Junior-Senior High School

Principal: Loretta Nugent

## 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	250	247	272
Eighth	245	249	251
Ninth	228	260	265
Tenth	273	234	259
Eleventh	218	267	237
Twelfth	209	209	257
Ungraded Secondary	46	52	60
Total K-12 Enrollment	1469	1518	1601

## 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	309	21.0%	344	22.7%	410	25.6%
Black (Not Hispanic)	48	3.3%	49	3.2%	55	3.4%
Hispanic	117	8.0%	133	8.8%	153	9.6%
White (Not Hispanic)	995	67.7%	992	65.3%	983	61.4%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	29	30	30
Mathematics Grade 8	25	24	27
Science Grade 8	30	28	27
Social Studies Grade 8	28	30	30
English Grade 10	30	29	28
Mathematics Grade 10	28	25	24
Science Grade 10	29	28	25
Social Studies Grade 10	29	26	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	3	0.2%	6	0.4%	11	0.7%
Eligible for Free Lunch	49	3.3%	59	3.9%	49	3.1%

### 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		94.9%		95.4%		96.1%
Student Suspensions	58	4.1%	29	2.0%	11	0.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.9%	1.8%	1.8%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	98%	100%

### Staff Counts

Staff	2003-04
Total Teachers	101
Total Other Professional Staff	16
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	186	157	84%	194	170	88%	239	207	87%
Students with Disabilities	10	2	20%	10	1	10%	23	9	39%
All Students	196	159	81%	204	171	84%	262	216	82%

\*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	198	59	0	2	0	3
Percent	76%	23%	0%	1%	0%	1%

## 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)
23	9	0	23

\*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	4		2		1	0.1%
	Entered GED Program*	5		9		9	1.0%
	Total Noncompleters	9		11		10	1.1%
Students with Disabilities	Dropped Out	3		1		3	2.1%
	Entered GED Program*	3		2		1	0.7%
	Total Noncompleters	6		3		4	2.8%
All Students	Dropped Out	7	0.7%	3	0.3%	4	0.4%
	Entered GED Program*	8	0.8%	11	1.1%	10	0.9%
	Total Noncompleters	15	1.6%	14	1.4%	14	1.3%

\*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	269	426	475
	Number of Students with Disabilities	113	70	62
	Number of All Students	382	496	537
	Percent of Enrollment	75%	97%	99%
9-12	Number of General-Education Students	784	858	944
	Number of Students with Disabilities	72	112	120
	Number of All Students	856	970	1064
	Percent of Enrollment	89%	97%	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%	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%	44	100%	62	100%

## 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%	2	#	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%	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	87%	1	#	13	62%
Science	6	100%	0	0%	24	38%
Reading	4	#	1	#	5	40%
Writing	2	#	0	0%	5	80%
Global Studies	2	#	0	0%	8	38%
U.S. Hist & Gov't	1	#	0	0%	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	199	262	226	10	23	6
Number Scoring 55-100	195	255	225	7	18	6
Number Scoring 65-100	190	251	221	4	15	6
Number Scoring 85-100	119	186	168	0	6	2
Percentage of Tested Scoring 55-100	98%	97%	100%	70%	78%	100%
Percentage of Tested Scoring 65-100	95%	96%	98%	40%	65%	100%
Percentage of Tested Scoring 85-100	60%	71%	74%	0%	26%	33%
<b>Mathematics A</b>						
Number Tested	37	276	298	0	17	32
Number Scoring 55-100	37	239	285	0	5	22
Number Scoring 65-100	37	215	271	0	3	17
Number Scoring 85-100	37	81	100	0	3	3
Percentage of Tested Scoring 55-100	100%	87%	96%	0%	29%	69%
Percentage of Tested Scoring 65-100	100%	78%	91%	0%	18%	53%
Percentage of Tested Scoring 85-100	100%	29%	34%	0%	18%	9%
<b>Mathematics B</b>						
Number Tested	0	31	135	0	0	0
Number Scoring 55-100	0	31	134	0	0	0
Number Scoring 65-100	0	31	128	0	0	0
Number Scoring 85-100	0	19	69	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	99%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	61%	51%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	249	242	259	27	15	22
Number Scoring 55-100	245	235	252	25	12	18
Number Scoring 65-100	230	224	237	20	8	15
Number Scoring 85-100	86	118	137	2	0	3
Percentage of Tested Scoring 55-100	98%	97%	97%	93%	80%	82%
Percentage of Tested Scoring 65-100	92%	93%	92%	74%	53%	68%
Percentage of Tested Scoring 85-100	35%	49%	53%	7%	0%	14%
<b>U.S. History and Government</b>						
Number Tested	201	265	225	8	22	8
Number Scoring 55-100	199	256	222	7	16	7
Number Scoring 65-100	195	253	219	6	15	6
Number Scoring 85-100	69	143	144	0	4	2
Percentage of Tested Scoring 55-100	99%	97%	99%	88%	73%	88%
Percentage of Tested Scoring 65-100	97%	95%	97%	75%	68%	75%
Percentage of Tested Scoring 85-100	34%	54%	64%	0%	18%	25%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	240	227	239	26	5	26
Number Scoring 55-100	238	227	236	26	5	24
Number Scoring 65-100	236	227	233	25	5	23
Number Scoring 85-100	87	92	93	3	1	3
Percentage of Tested Scoring 55-100	99%	100%	99%	100%	100%	92%
Percentage of Tested Scoring 65-100	98%	100%	97%	96%	100%	88%
Percentage of Tested Scoring 85-100	36%	41%	39%	12%	20%	12%
<b>Physical Setting/Earth Science</b>						
Number Tested	231	193	279	9	27	17
Number Scoring 55-100	222	183	260	8	22	7
Number Scoring 65-100	212	166	241	6	18	7
Number Scoring 85-100	97	62	66	2	1	1
Percentage of Tested Scoring 55-100	96%	95%	93%	89%	81%	41%
Percentage of Tested Scoring 65-100	92%	86%	86%	67%	67%	41%
Percentage of Tested Scoring 85-100	42%	32%	24%	22%	4%	6%
<b>Physical Setting/Chemistry</b>						
Number Tested	170	206	171	2	6	2
Number Scoring 55-100	168	200	170	#	6	#
Number Scoring 65-100	143	173	155	#	5	#
Number Scoring 85-100	21	41	52	#	0	#
Percentage of Tested Scoring 55-100	99%	97%	99%	#	100%	#
Percentage of Tested Scoring 65-100	84%	84%	91%	#	83%	#
Percentage of Tested Scoring 85-100	12%	20%	30%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			99			0
Number Scoring 55-100			92			0
Number Scoring 65-100			81			0
Number Scoring 85-100			16			0
Percentage of Tested Scoring 55-100			93%			0%
Percentage of Tested Scoring 65-100			82%			0%
Percentage of Tested Scoring 85-100			16%			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
<b>Comprehensive French</b>						
Number Tested	25	45	23	0	1	1
Number Scoring 55-100	25	45	23	0	#	#
Number Scoring 65-100	25	45	23	0	#	#
Number Scoring 85-100	10	33	22	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	40%	73%	96%	0%	#	#
<b>Comprehensive Italian</b>						
Number Tested	41	60	38	3	3	0
Number Scoring 55-100	41	60	38	#	#	0
Number Scoring 65-100	40	60	38	#	#	0
Number Scoring 85-100	17	41	33	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	98%	100%	100%	#	#	0%
Percentage of Tested Scoring 85-100	41%	68%	87%	#	#	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	100	104	150	1	7	3
Number Scoring 55-100	100	104	146	#	7	#
Number Scoring 65-100	100	102	142	#	6	#
Number Scoring 85-100	65	80	107	#	3	#
Percentage of Tested Scoring 55-100	100%	100%	97%	#	100%	#
Percentage of Tested Scoring 65-100	100%	98%	95%	#	86%	#
Percentage of Tested Scoring 85-100	65%	77%	71%	#	43%	#
<b>Comprehensive Latin</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%

(Form - H)



## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	159	147	0	2	3	0
Number Scoring 55-100	152	130	0	#	#	0
Number Scoring 65-100	148	123	0	#	#	0
Number Scoring 85-100	101	54	0	#	#	0
Percentage of Tested Scoring 55-100	96%	88%	0%	#	#	0%
Percentage of Tested Scoring 65-100	93%	84%	0%	#	#	0%
Percentage of Tested Scoring 85-100	64%	37%	0%	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	4	#	67	96%	108	100%
Students with Disabilities	2	#	16	81%	10	80%

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
<b>Nov 2003</b>	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
<b>June 2004</b>	General-Education Students	221	1%	14%	60%	24%
	Students with Disabilities	24	13%	50%	38%	0%
	All Students	245	2%	18%	58%	22%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	8	0	0	2	2	4
<b>Secondary Level</b>						
English Language Arts	7	0	0	0	4	3
Social Studies	7	0	0	2	2	3
Mathematics	7	0	0	2	4	1
Science	7	0	1	0	2	4

## 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	224	224	224	24	24	24	248	248	248
Number Scoring 55–64	0	0	2	4	1	1	4	1	3
Number Scoring 65–84	124	87	101	16	12	19	140	99	120
Number Scoring 85–100	86	136	114	2	4	3	88	140	117
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			3			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			6			0
Beginning (0-14)			0			0
Intermediate (15-24)			1			0
Advanced (25-32)			5			0
Proficient (33-35)			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)