

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-20-03-0007

Grade Range : 9-12

Name: Lynbrook Senior High School

Principal: Santo Barbarino

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	216	238	253
Tenth	217	216	242
Eleventh	217	213	212
Twelfth	192	206	199
Ungraded Secondary	0	5	0
Total K-12 Enrollment	842	878	906

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	41	4.9%	36	4.1%	34	3.8%
Black (Not Hispanic)	5	0.6%	6	0.7%	6	0.7%
Hispanic	68	8.1%	67	7.6%	69	7.6%
White (Not Hispanic)	728	86.5%	769	87.6%	797	88.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	20	21	22
Mathematics Grade 10	20	23	18
Science Grade 10	27	21	18
Social Studies Grade 10	23	21	22

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	12	1.4%	10	1.1%	18	2.0%
Eligible for Free Lunch	0	0.0%	0	0.0%	0	0.0%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.3%		94.6%		94.6%
Student Suspensions	5	0.6%	9	1.1%	9	1.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	99%	100%

Staff Counts

Staff	2002–2003
Total Teachers	70
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	164	144	88%	167	138	83%	162	138	85%
Students with Disabilities	21	9	43%	21	5	24%	24	16	67%
All Students	185	153	83%	188	143	76%	186	154	83%

*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	142	33	4	2	4	1
Percent	76%	18%	2%	1%	2%	1%

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	16	1	25

*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			4		9	
	Entered GED Program*			1		0	
	Total Noncompleters			5		9	
Students with Disabilities	Dropped Out			4		2	
	Entered GED Program*			0		1	
	Total Noncompleters			4		3	
All Students	Dropped Out	0	0.0%	8	0.9%	11	1.2%
	Entered GED Program*	4	0.5%	1	0.1%	1	0.1%
	Total Noncompleters	4	0.5%	9	1.0%	12	1.3%

*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	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	18	78%	29	100%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	9	78%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	3	#	3	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	0	0%	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	1	#	0	0%	0	0%
Science	4	#	4	#	2	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	6	33%	0	0%	4	#
U.S. Hist & Gov't	4	#	2	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	8	62%	22	95%
Science	5	80%	4	#	15	47%
Reading	1	#	3	#	2	#
Writing	0	0%	6	83%	2	#
Global Studies	4	#	1	#	13	69%
U.S. Hist & Gov't	4	#	4	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	209	208	199	22	28	20
Number Scoring 55–100	204	198	196	20	24	17
Number Scoring 65–100	199	188	194	15	21	17
Number Scoring 85–100	92	106	117	2	7	4
Percentage of Tested Scoring 55–100	98%	95%	98%	91%	86%	85%
Percentage of Tested Scoring 65–100	95%	90%	97%	68%	75%	85%
Percentage of Tested Scoring 85–100	44%	51%	59%	9%	25%	20%
Mathematics A						
Number Tested	0	0	227	0	0	22
Number Scoring 55–100	0	0	209	0	0	18
Number Scoring 65–100	0	0	203	0	0	16
Number Scoring 85–100	0	0	75	0	0	4
Percentage of Tested Scoring 55–100	0%	0%	92%	0%	0%	82%
Percentage of Tested Scoring 65–100	0%	0%	89%	0%	0%	73%
Percentage of Tested Scoring 85–100	0%	0%	33%	0%	0%	18%
Mathematics B (first administered June 2001)						
Number Tested	0	0	18	0	0	2
Number Scoring 55–100	0	0	16	0	0	#
Number Scoring 65–100	0	0	16	0	0	#
Number Scoring 85–100	0	0	10	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	89%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	89%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	56%	0%	0%	#
Global History and Geography						
Number Tested	212	212	225	27	25	24
Number Scoring 55–100	211	207	217	27	25	21
Number Scoring 65–100	206	203	214	23	25	21
Number Scoring 85–100	122	92	138	8	2	8
Percentage of Tested Scoring 55–100	100%	98%	96%	100%	100%	88%
Percentage of Tested Scoring 65–100	97%	96%	95%	85%	100%	88%
Percentage of Tested Scoring 85–100	58%	43%	61%	30%	8%	33%
U.S. History and Government (first administered June 2001)						
Number Tested	209	210	199	26	28	20
Number Scoring 55–100	197	205	197	20	26	19
Number Scoring 65–100	182	194	195	15	24	19
Number Scoring 85–100	120	99	144	2	8	8
Percentage of Tested Scoring 55–100	94%	98%	99%	77%	93%	95%
Percentage of Tested Scoring 65–100	87%	92%	98%	58%	86%	95%
Percentage of Tested Scoring 85–100	57%	47%	72%	8%	29%	40%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	214	216	250	24	35	32
Number Scoring 55–100	214	213	239	24	33	23
Number Scoring 65–100	210	206	225	22	26	17
Number Scoring 85–100	60	114	113	3	3	6
Percentage of Tested Scoring 55–100	100%	99%	96%	100%	94%	72%
Percentage of Tested Scoring 65–100	98%	95%	90%	92%	74%	53%
Percentage of Tested Scoring 85–100	28%	53%	45%	12%	9%	19%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	129	156	153	18	18	25
Number Scoring 55–100	127	149	150	17	15	24
Number Scoring 65–100	120	138	138	17	14	21
Number Scoring 85–100	47	34	43	7	2	3
Percentage of Tested Scoring 55–100	98%	96%	98%	94%	83%	96%
Percentage of Tested Scoring 65–100	93%	88%	90%	94%	78%	84%
Percentage of Tested Scoring 85–100	36%	22%	28%	39%	11%	12%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		177	195		16	12
Number Scoring 55–100		164	179		13	11
Number Scoring 65–100		126	134		8	4
Number Scoring 85–100		30	28		0	0
Percentage of Tested Scoring 55–100		93%	92%		81%	92%
Percentage of Tested Scoring 65–100		71%	69%		50%	33%
Percentage of Tested Scoring 85–100		17%	14%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	29	30	16	0	0	1
Number Scoring 55–100	29	30	16	0	0	#
Number Scoring 65–100	29	29	16	0	0	#
Number Scoring 85–100	22	18	10	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	97%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	76%	60%	62%	0%	0%	#
Comprehensive Italian						
Number Tested	18	20	10	2	0	2
Number Scoring 55–100	18	20	10	#	0	#
Number Scoring 65–100	18	20	10	#	0	#
Number Scoring 85–100	11	4	6	#	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	61%	20%	60%	#	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	86	106	133	4	1	2
Number Scoring 55–100	86	106	133	#	#	#
Number Scoring 65–100	86	106	132	#	#	#
Number Scoring 85–100	76	90	101	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	99%	#	#	#
Percentage of Tested Scoring 85–100	88%	85%	76%	#	#	#
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	206	221	8	25	14	0
Number Scoring 55–100	184	195	4	22	12	0
Number Scoring 65–100	174	175	4	19	7	0
Number Scoring 85–100	90	98	1	9	0	0
Percentage of Tested Scoring 55–100	89%	88%	50%	88%	86%	0%
Percentage of Tested Scoring 65–100	84%	79%	50%	76%	50%	0%
Percentage of Tested Scoring 85–100	44%	44%	12%	36%	0%	0%
Sequential Mathematics, Course III						
Number Tested	173	167	179	3	14	4
Number Scoring 55–100	162	150	171	#	12	#
Number Scoring 65–100	146	135	154	#	10	#
Number Scoring 85–100	74	79	85	#	3	#
Percentage of Tested Scoring 55–100	94%	90%	96%	#	86%	#
Percentage of Tested Scoring 65–100	84%	81%	86%	#	71%	#
Percentage of Tested Scoring 85–100	43%	47%	47%	#	21%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	9	100%	6	100%	1	#
Students with Disabilities	6	83%	4	#	2	#

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
Nov 2002	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
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

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	175	175	175	28	28	28	203	203	203
Number Scoring 55–64	0	8	2	2	2	2	2	10	4
Number Scoring 65–84	62	68	83	12	12	14	74	80	97
Number Scoring 85–100	108	88	84	10	8	6	118	96	90
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)