

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-52-07-0002

Grade Range : 7-12

Name: Elmont Memorial Junior-Senior High School

Principal: Al Harper

## 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	316	327	311
Eighth	318	334	321
Ninth	351	412	396
Tenth	344	308	354
Eleventh	269	335	275
Twelfth	253	258	262
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1851	1974	1919

## 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	265	14.3%	263	13.3%	215	11.2%
Black (Not Hispanic)	1267	68.4%	1412	71.5%	1433	74.7%
Hispanic	218	11.8%	224	11.3%	221	11.5%
White (Not Hispanic)	101	5.5%	75	3.8%	50	2.6%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	26	25	27
Mathematics Grade 8	27	24	29
Science Grade 8	28	26	28
Social Studies Grade 8	28	26	28
English Grade 10	26	26	28
Mathematics Grade 10	26	24	26
Science Grade 10	26	24	26
Social Studies Grade 10	27	26	30

(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
51	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 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	4	0.2%	13	0.7%	18	0.9%
Eligible for Free Lunch	329	17.8%	337	17.1%	304	15.8%

### 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		96.6%		96.8%		97.4%
Student Suspensions	179	10.0%	189	10.2%	172	8.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.8%	6.3%	8.0%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	98%	97%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	116
Total Other Professional Staff	17
Total Paraprofessionals	NA
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	265	170	64%	267	253	95%	278	187	67%
Students with Disabilities	9	1	11%	22	21	95%	24	5	21%
All Students	274	171	62%	289	274	95%	302	192	64%

\*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	202	92	2	2	3	1
Percent	67%	30%	1%	1%	1%	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	0	24

\*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			0		2	
	Entered GED Program*			3		11	
	Total Noncompleters			3		13	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		1	
	Total Noncompleters			0		1	
All Students	Dropped Out	0	0.0%	0	0.0%	2	0.2%
	Entered GED Program*	8	0.7%	3	0.2%	12	0.9%
	Total Noncompleters	8	0.7%	3	0.2%	14	1.1%

\*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		604	562
	Number of Students with Disabilities		57	70
	Number of All Students		661	632
	Percent of Enrollment		100%	100%
9-12	Number of General-Education Students		1235	1197
	Number of Students with Disabilities		78	90
	Number of All Students		1313	1287
	Percent of Enrollment		100%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	56	93%	0	0%	32	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	32	97%
Latin	0	0%	0	0%	0	0%
Spanish	60	98%	180	95%	56	96%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	6	83%	1	#

(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	#	11	100%	119	61%
Science	12	67%	1	#	49	61%
Reading	0	0%	0	0%	7	57%
Writing	0	0%	0	0%	6	67%
Global Studies	4	#	0	0%	31	58%
U.S. Hist & Gov't	10	70%	0	0%	4	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	100%	10	100%	18	56%
Science	9	78%	1	#	6	83%
Reading	1	#	2	#	3	#
Writing	1	#	2	#	2	#
Global Studies	3	#	3	#	3	#
U.S. Hist & Gov't	1	#	3	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	301	319	310	19	27	20
Number Scoring 55–100	296	310	306	16	23	19
Number Scoring 65–100	286	290	298	14	18	14
Number Scoring 85–100	115	128	214	0	0	6
Percentage of Tested Scoring 55–100	98%	97%	99%	84%	85%	95%
Percentage of Tested Scoring 65–100	95%	91%	96%	74%	67%	70%
Percentage of Tested Scoring 85–100	38%	40%	69%	0%	0%	30%
<b>Mathematics A</b>						
Number Tested	0	171	441	0	19	29
Number Scoring 55–100	0	103	366	0	3	18
Number Scoring 65–100	0	82	300	0	0	13
Number Scoring 85–100	0	33	45	0	0	0
Percentage of Tested Scoring 55–100	0%	60%	83%	0%	16%	62%
Percentage of Tested Scoring 65–100	0%	48%	68%	0%	0%	45%
Percentage of Tested Scoring 85–100	0%	19%	10%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	63	0	0	0
Number Scoring 55–100	0	0	50	0	0	0
Number Scoring 65–100	0	0	42	0	0	0
Number Scoring 85–100	0	0	6	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	79%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	67%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	10%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	369	289	369	13	8	25
Number Scoring 55–100	355	275	329	10	7	21
Number Scoring 65–100	321	255	296	8	5	20
Number Scoring 85–100	74	51	78	0	0	0
Percentage of Tested Scoring 55–100	96%	95%	89%	77%	88%	84%
Percentage of Tested Scoring 65–100	87%	88%	80%	62%	62%	80%
Percentage of Tested Scoring 85–100	20%	18%	21%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	301	200	323	13	28	18
Number Scoring 55–100	285	194	318	12	26	17
Number Scoring 65–100	275	175	311	8	23	17
Number Scoring 85–100	174	39	176	1	3	1
Percentage of Tested Scoring 55–100	95%	97%	98%	92%	93%	94%
Percentage of Tested Scoring 65–100	91%	88%	96%	62%	82%	94%
Percentage of Tested Scoring 85–100	58%	20%	54%	8%	11%	6%

(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	335	316	380	23	19	18
Number Scoring 55–100	330	306	369	20	19	15
Number Scoring 65–100	316	299	349	17	19	10
Number Scoring 85–100	51	101	106	1	2	0
Percentage of Tested Scoring 55–100	99%	97%	97%	87%	100%	83%
Percentage of Tested Scoring 65–100	94%	95%	92%	74%	100%	56%
Percentage of Tested Scoring 85–100	15%	32%	28%	4%	11%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	291	347	362	2	6	16
Number Scoring 55–100	261	328	308	#	5	15
Number Scoring 65–100	235	290	259	#	4	12
Number Scoring 85–100	52	75	101	#	0	1
Percentage of Tested Scoring 55–100	90%	95%	85%	#	83%	94%
Percentage of Tested Scoring 65–100	81%	84%	72%	#	67%	75%
Percentage of Tested Scoring 85–100	18%	22%	28%	#	0%	6%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		284	375		12	10
Number Scoring 55–100		225	311		6	7
Number Scoring 65–100		129	191		2	3
Number Scoring 85–100		12	19		0	0
Percentage of Tested Scoring 55–100		79%	83%		50%	70%
Percentage of Tested Scoring 65–100		45%	51%		17%	30%
Percentage of Tested Scoring 85–100		4%	5%		0%	0%
<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	56	0	96	0	0	2
Number Scoring 55–100	55	0	87	0	0	#
Number Scoring 65–100	53	0	81	0	0	#
Number Scoring 85–100	31	0	36	0	0	#
Percentage of Tested Scoring 55–100	98%	0%	91%	0%	0%	#
Percentage of Tested Scoring 65–100	95%	0%	84%	0%	0%	#
Percentage of Tested Scoring 85–100	55%	0%	38%	0%	0%	#
<b>Comprehensive Italian</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 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	176	0	209	0	0	4
Number Scoring 55–100	173	0	207	0	0	#
Number Scoring 65–100	170	0	196	0	0	#
Number Scoring 85–100	110	0	97	0	0	#
Percentage of Tested Scoring 55–100	98%	0%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	97%	0%	94%	0%	0%	#
Percentage of Tested Scoring 85–100	62%	0%	46%	0%	0%	#
<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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	362	357	196	8	24	16
Number Scoring 55–100	261	185	140	2	4	6
Number Scoring 65–100	233	131	117	1	2	3
Number Scoring 85–100	69	10	4	0	0	0
Percentage of Tested Scoring 55–100	72%	52%	71%	25%	17%	38%
Percentage of Tested Scoring 65–100	64%	37%	60%	12%	8%	19%
Percentage of Tested Scoring 85–100	19%	3%	2%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	191	305	173	1	11	4
Number Scoring 55–100	135	190	92	#	3	#
Number Scoring 65–100	114	155	70	#	3	#
Number Scoring 85–100	30	49	9	#	0	#
Percentage of Tested Scoring 55–100	71%	62%	53%	#	27%	#
Percentage of Tested Scoring 65–100	60%	51%	40%	#	27%	#
Percentage of Tested Scoring 85–100	16%	16%	5%	#	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	97	100%	136	99%	170	93%
Students with Disabilities	8	50%	20	90%	17	82%

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	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 2003</b>	General-Education Students	297	1%	34%	58%	7%
	Students with Disabilities	21	14%	81%	5%	0%
	All Students	318	2%	37%	55%	7%

(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	260	260	260	24	24	24	284	284	284
Number Scoring 55–64	2	7	0	2	3	3	4	10	3
Number Scoring 65–84	190	144	180	22	18	18	212	162	198
Number Scoring 85–100	68	108	80	0	3	0	68	111	80
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)