

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-52-07-0003
 Name: Floral Park Memorial High School
 Principal: Gloria O'Connor

Grade Range : 7-12

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	253	249	280
Eighth	277	260	259
Ninth	246	247	238
Tenth	232	248	257
Eleventh	256	222	245
Twelfth	207	232	210
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1471	1458	1489

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	102	6.9%	108	7.4%	112	7.5%
Black (Not Hispanic)	114	7.7%	116	8.0%	141	9.5%
Hispanic	156	10.6%	150	10.3%	152	10.2%
White (Not Hispanic)	1099	74.7%	1084	74.3%	1084	72.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	27	28	28
Mathematics Grade 8	27	25	28
Science Grade 8	30	28	28
Social Studies Grade 8	27	24	31
English Grade 10	24	26	27
Mathematics Grade 10	26	25	24
Science Grade 10	26	25	25
Social Studies Grade 10	28	27	28

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	3	0.2%
Eligible for Free Lunch	50	3.4%	64	4.4%	66	4.4%

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		95.5%		95.6%		95.7%
Student Suspensions	68	4.7%	70	4.8%	66	4.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.4%	3.0%	2.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	99%	100%

Staff Counts

Staff	2002–2003
Total Teachers	93
Total Other Professional Staff	20
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	194	159	82%	215	181	84%	201	176	88%
Students with Disabilities	15	2	13%	20	10	50%	20	4	20%
All Students	209	161	77%	235	191	81%	221	180	81%

*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	163	52	0	3	3	0
Percent	74%	24%	0%	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)
20	4	0	20

*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			3		0	
	Entered GED Program*			5		6	
	Total Noncompleters			8		6	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			3		3	
	Total Noncompleters			4		3	
All Students	Dropped Out	0	0.0%	4	0.4%	0	0.0%
	Entered GED Program*	11	1.2%	8	0.8%	9	0.9%
	Total Noncompleters	11	1.2%	12	1.3%	9	0.9%

*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		399	470
	Number of Students with Disabilities		55	69
	Number of All Students		454	539
	Percent of Enrollment		89%	100%
9-12	Number of General-Education Students		717	821
	Number of Students with Disabilities		116	129
	Number of All Students		833	950
	Percent of Enrollment		88%	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	19	100%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	20	100%	0	0%	33	100%
Latin	0	0%	0	0%	0	0%
Spanish	61	97%	0	0%	56	100%

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	1	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	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	0	0%	0	0%	2	#
Science	2	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	2	#	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	44	82%	4	#	48	92%
Science	19	68%	8	62%	9	33%
Reading	8	88%	14	79%	9	100%
Writing	11	100%	11	91%	10	100%
Global Studies	9	44%	5	40%	14	86%
U.S. Hist & Gov't	6	67%	3	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	248	219	239	31	23	32
Number Scoring 55–100	242	217	235	27	21	29
Number Scoring 65–100	231	214	232	23	19	29
Number Scoring 85–100	84	138	146	0	1	3
Percentage of Tested Scoring 55–100	98%	99%	98%	87%	91%	91%
Percentage of Tested Scoring 65–100	93%	98%	97%	74%	83%	91%
Percentage of Tested Scoring 85–100	34%	63%	61%	0%	4%	9%
Mathematics A						
Number Tested	0	68	204	0	2	29
Number Scoring 55–100	0	68	195	0	#	25
Number Scoring 65–100	0	67	176	0	#	19
Number Scoring 85–100	0	63	73	0	#	3
Percentage of Tested Scoring 55–100	0%	100%	96%	0%	#	86%
Percentage of Tested Scoring 65–100	0%	99%	86%	0%	#	66%
Percentage of Tested Scoring 85–100	0%	93%	36%	0%	#	10%
Mathematics B (first administered June 2001)						
Number Tested	0	0	62	0	0	1
Number Scoring 55–100	0	0	62	0	0	#
Number Scoring 65–100	0	0	62	0	0	#
Number Scoring 85–100	0	0	42	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	68%	0%	0%	#
Global History and Geography						
Number Tested	221	211	263	24	31	40
Number Scoring 55–100	214	206	256	18	30	33
Number Scoring 65–100	207	199	244	15	24	27
Number Scoring 85–100	94	80	102	3	0	3
Percentage of Tested Scoring 55–100	97%	98%	97%	75%	97%	82%
Percentage of Tested Scoring 65–100	94%	94%	93%	62%	77%	68%
Percentage of Tested Scoring 85–100	43%	38%	39%	12%	0%	7%
U.S. History and Government (first administered June 2001)						
Number Tested	243	221	246	27	22	33
Number Scoring 55–100	229	215	241	22	17	30
Number Scoring 65–100	222	208	237	20	13	28
Number Scoring 85–100	150	95	159	8	0	8
Percentage of Tested Scoring 55–100	94%	97%	98%	81%	77%	91%
Percentage of Tested Scoring 65–100	91%	94%	96%	74%	59%	85%
Percentage of Tested Scoring 85–100	62%	43%	65%	30%	0%	24%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	219	227	287	16	25	55
Number Scoring 55–100	216	223	283	13	24	53
Number Scoring 65–100	212	222	278	10	24	52
Number Scoring 85–100	78	106	104	0	3	8
Percentage of Tested Scoring 55–100	99%	98%	99%	81%	96%	96%
Percentage of Tested Scoring 65–100	97%	98%	97%	62%	96%	95%
Percentage of Tested Scoring 85–100	36%	47%	36%	0%	12%	15%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	229	217	128	18	17	9
Number Scoring 55–100	226	217	122	18	17	8
Number Scoring 65–100	223	216	119	17	16	7
Number Scoring 85–100	109	128	70	0	4	1
Percentage of Tested Scoring 55–100	99%	100%	95%	100%	100%	89%
Percentage of Tested Scoring 65–100	97%	100%	93%	94%	94%	78%
Percentage of Tested Scoring 85–100	48%	59%	55%	0%	24%	11%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		174	178		2	5
Number Scoring 55–100		172	174		#	4
Number Scoring 65–100		149	149		#	2
Number Scoring 85–100		36	45		#	0
Percentage of Tested Scoring 55–100		99%	98%		#	80%
Percentage of Tested Scoring 65–100		86%	84%		#	40%
Percentage of Tested Scoring 85–100		21%	25%		#	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	15	14	53	0	0	2
Number Scoring 55–100	15	14	53	0	0	#
Number Scoring 65–100	14	14	53	0	0	#
Number Scoring 85–100	4	5	45	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	93%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	27%	36%	85%	0%	0%	#
Comprehensive Italian						
Number Tested	18	36	13	0	0	0
Number Scoring 55–100	17	36	13	0	0	0
Number Scoring 65–100	16	36	13	0	0	0
Number Scoring 85–100	13	18	11	0	0	0
Percentage of Tested Scoring 55–100	94%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	89%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	72%	50%	85%	0%	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	140	138	136	8	4	7
Number Scoring 55–100	140	137	136	8	#	7
Number Scoring 65–100	137	136	135	7	#	7
Number Scoring 85–100	91	99	77	2	#	2
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	98%	99%	99%	88%	#	100%
Percentage of Tested Scoring 85–100	65%	72%	57%	25%	#	29%
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	222	202	41	10	32	10
Number Scoring 55–100	207	181	32	9	29	7
Number Scoring 65–100	191	161	26	7	23	5
Number Scoring 85–100	119	42	2	2	1	1
Percentage of Tested Scoring 55–100	93%	90%	78%	90%	91%	70%
Percentage of Tested Scoring 65–100	86%	80%	63%	70%	72%	50%
Percentage of Tested Scoring 85–100	54%	21%	5%	20%	3%	10%
Sequential Mathematics, Course III						
Number Tested	155	184	91	9	4	4
Number Scoring 55–100	143	175	73	8	#	#
Number Scoring 65–100	124	168	64	6	#	#
Number Scoring 85–100	66	98	17	3	#	#
Percentage of Tested Scoring 55–100	92%	95%	80%	89%	#	#
Percentage of Tested Scoring 65–100	80%	91%	70%	67%	#	#
Percentage of Tested Scoring 85–100	43%	53%	19%	33%	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	87	100%	63	100%	107	97%
Students with Disabilities	14	100%	13	100%	25	92%

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	231	1%	20%	60%	18%
	Students with Disabilities	29	17%	55%	28%	0%
	All Students	260	3%	24%	57%	16%

(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	192	192	192	19	19	19	211	211	211
Number Scoring 55–64	1	1	0	2	4	2	3	5	2
Number Scoring 65–84	100	95	86	12	13	10	112	108	96
Number Scoring 85–100	90	95	104	2	0	2	92	95	106
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)