

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	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	237	250	247
Eighth	213	245	249
Ninth	267	228	260
Tenth	225	273	234
Eleventh	211	218	267
Twelfth	212	209	209
Ungraded Secondary	48	46	52
Total K-12 Enrollment	1413	1469	1518

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	266	18.8%	309	21.0%	344	22.7%
Black (Not Hispanic)	52	3.7%	48	3.3%	49	3.2%
Hispanic	94	6.7%	117	8.0%	133	8.8%
White (Not Hispanic)	1001	70.8%	995	67.7%	992	65.3%

Average Class Size

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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.2%	3	0.2%	6	0.4%
Eligible for Free Lunch	36	2.5%	49	3.3%	59	3.9%

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		94.6%		94.9%		95.4%
Student Suspensions	58	4.1%	58	4.1%	29	2.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.8%	2.9%	1.8%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	99%	98%

Staff Counts

Staff	2002–2003
Total Teachers	100
Total Other Professional Staff	16
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	202	150	74%	186	157	84%	194	170	88%
Students with Disabilities	5	0	0%	10	2	20%	10	1	10%
All Students	207	150	72%	196	159	81%	204	171	84%

*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	157	37	0	4	4	2
Percent	77%	18%	0%	2%	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)
10	1	2	12

*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		2	
	Entered GED Program*			5		9	
	Total Noncompleters			9		11	
Students with Disabilities	Dropped Out			3		1	
	Entered GED Program*			3		2	
	Total Noncompleters			6		3	
All Students	Dropped Out	6	0.6%	7	0.7%	3	0.3%
	Entered GED Program*	5	0.5%	8	0.8%	11	1.1%
	Total Noncompleters	11	1.2%	15	1.6%	14	1.4%

*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		269	426
	Number of Students with Disabilities		113	70
	Number of All Students		382	496
	Percent of Enrollment		75%	97%
9-12	Number of General-Education Students		784	858
	Number of Students with Disabilities		72	112
	Number of All Students		856	970
	Percent of Enrollment		89%	97%

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	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	34	100%	0	0%	44	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	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	2	#

(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%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	6	17%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	56%	15	87%	1	#
Science	14	64%	6	100%	0	0%
Reading	8	62%	4	#	1	#
Writing	10	80%	2	#	0	0%
Global Studies	4	#	2	#	0	0%
U.S. Hist & Gov't	5	40%	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	218	199	262	10	10	23
Number Scoring 55–100	214	195	255	7	7	18
Number Scoring 65–100	209	190	251	2	4	15
Number Scoring 85–100	68	119	186	0	0	6
Percentage of Tested Scoring 55–100	98%	98%	97%	70%	70%	78%
Percentage of Tested Scoring 65–100	96%	95%	96%	20%	40%	65%
Percentage of Tested Scoring 85–100	31%	60%	71%	0%	0%	26%
Mathematics A						
Number Tested	0	37	276	0	0	17
Number Scoring 55–100	0	37	239	0	0	5
Number Scoring 65–100	0	37	215	0	0	3
Number Scoring 85–100	0	37	81	0	0	3
Percentage of Tested Scoring 55–100	0%	100%	87%	0%	0%	29%
Percentage of Tested Scoring 65–100	0%	100%	78%	0%	0%	18%
Percentage of Tested Scoring 85–100	0%	100%	29%	0%	0%	18%
Mathematics B (first administered June 2001)						
Number Tested	0	0	31	0	0	0
Number Scoring 55–100	0	0	31	0	0	0
Number Scoring 65–100	0	0	31	0	0	0
Number Scoring 85–100	0	0	19	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%	61%	0%	0%	0%
Global History and Geography						
Number Tested	223	249	242	10	27	15
Number Scoring 55–100	216	245	235	6	25	12
Number Scoring 65–100	210	230	224	6	20	8
Number Scoring 85–100	106	86	118	0	2	0
Percentage of Tested Scoring 55–100	97%	98%	97%	60%	93%	80%
Percentage of Tested Scoring 65–100	94%	92%	93%	60%	74%	53%
Percentage of Tested Scoring 85–100	48%	35%	49%	0%	7%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	250	201	265	11	8	22
Number Scoring 55–100	242	199	256	7	7	16
Number Scoring 65–100	224	195	253	5	6	15
Number Scoring 85–100	95	69	143	0	0	4
Percentage of Tested Scoring 55–100	97%	99%	97%	64%	88%	73%
Percentage of Tested Scoring 65–100	90%	97%	95%	45%	75%	68%
Percentage of Tested Scoring 85–100	38%	34%	54%	0%	0%	18%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	213	240	227	10	26	5
Number Scoring 55–100	211	238	227	8	26	5
Number Scoring 65–100	207	236	227	6	25	5
Number Scoring 85–100	80	87	92	0	3	1
Percentage of Tested Scoring 55–100	99%	99%	100%	80%	100%	100%
Percentage of Tested Scoring 65–100	97%	98%	100%	60%	96%	100%
Percentage of Tested Scoring 85–100	38%	36%	41%	0%	12%	20%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	239	231	193	12	9	27
Number Scoring 55–100	233	222	183	12	8	22
Number Scoring 65–100	224	212	166	11	6	18
Number Scoring 85–100	101	97	62	1	2	1
Percentage of Tested Scoring 55–100	97%	96%	95%	100%	89%	81%
Percentage of Tested Scoring 65–100	94%	92%	86%	92%	67%	67%
Percentage of Tested Scoring 85–100	42%	42%	32%	8%	22%	4%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		170	206		2	6
Number Scoring 55–100		168	200		#	6
Number Scoring 65–100		143	173		#	5
Number Scoring 85–100		21	41		#	0
Percentage of Tested Scoring 55–100		99%	97%		#	100%
Percentage of Tested Scoring 65–100		84%	84%		#	83%
Percentage of Tested Scoring 85–100		12%	20%		#	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	28	25	45	0	0	1
Number Scoring 55–100	28	25	45	0	0	#
Number Scoring 65–100	28	25	45	0	0	#
Number Scoring 85–100	18	10	33	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	64%	40%	73%	0%	0%	#
Comprehensive Italian						
Number Tested	26	41	60	0	3	3
Number Scoring 55–100	26	41	60	0	#	#
Number Scoring 65–100	26	40	60	0	#	#
Number Scoring 85–100	19	17	41	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	98%	100%	0%	#	#
Percentage of Tested Scoring 85–100	73%	41%	68%	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	127	100	104	1	1	7
Number Scoring 55–100	127	100	104	#	#	7
Number Scoring 65–100	127	100	102	#	#	6
Number Scoring 85–100	89	65	80	#	#	3
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65–100	100%	100%	98%	#	#	86%
Percentage of Tested Scoring 85–100	70%	65%	77%	#	#	43%
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	67	82	11	10	5
Number Scoring 55–100	184	41	66	10	7	2
Number Scoring 65–100	167	28	55	10	7	2
Number Scoring 85–100	106	2	5	10	0	0
Percentage of Tested Scoring 55–100	83%	61%	80%	91%	70%	40%
Percentage of Tested Scoring 65–100	75%	42%	67%	91%	70%	40%
Percentage of Tested Scoring 85–100	48%	3%	6%	91%	0%	0%
Sequential Mathematics, Course III						
Number Tested	165	159	147	0	2	3
Number Scoring 55–100	152	152	130	0	#	#
Number Scoring 65–100	139	148	123	0	#	#
Number Scoring 85–100	79	101	54	0	#	#
Percentage of Tested Scoring 55–100	92%	96%	88%	0%	#	#
Percentage of Tested Scoring 65–100	84%	93%	84%	0%	#	#
Percentage of Tested Scoring 85–100	48%	64%	37%	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	126	99%	4	#	67	96%
Students with Disabilities	5	20%	2	#	16	81%

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	217	0%	11%	66%	22%
	Students with Disabilities	28	18%	64%	18%	0%
	All Students	245	2%	17%	61%	20%

(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	184	184	184	7	7	7	191	191	191
Number Scoring 55–64	2	2	0	1	1	2	3	3	2
Number Scoring 65–84	82	114	83	6	6	4	88	120	87
Number Scoring 85–100	99	67	100	0	0	1	99	67	101
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)