

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-05-02-06-0014
 Name: Syosset Senior High School
 Principal: Jorge Schneider

Grade Range : 9-12

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	0	0	0
Eighth	0	0	0
Ninth	457	481	528
Tenth	457	458	480
Eleventh	449	461	454
Twelfth	427	450	467
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1790	1850	1929

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	272	15.2%	275	14.9%	401	20.8%
Black (Not Hispanic)	4	0.2%	8	0.4%	3	0.2%
Hispanic	48	2.7%	50	2.7%	14	0.7%
White (Not Hispanic)	1466	81.9%	1517	82.0%	1511	78.3%

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	18
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	22
Social Studies Grade 8	0	0	0
English Grade 10	18	20	18
Mathematics Grade 10	21	23	21
Science Grade 10	21	20	20
Social Studies Grade 10	21	20	21

(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
52	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 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	19	1.1%	28	1.5%	27	1.4%
Eligible for Free Lunch	5	0.3%	9	0.5%	15	0.8%

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		93.3%		92.7%		94.4%
Student Suspensions	91	5.2%	65	3.6%	46	2.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.3%	0.1%	0.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	99%	97%

Staff Counts

Staff	2002–2003
Total Teachers	194
Total Other Professional Staff	25
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	370	322	87%	386	347	90%	412	362	88%
Students with Disabilities	49	20	41%	50	16	32%	40	19	47%
All Students	419	342	82%	436	363	83%	452	381	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	416	31	0	1	4	0
Percent	92%	7%	0%	0%	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)
40	19	1	41

*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			1		2	
	Entered GED Program*			0		0	
	Total Noncompleters			1		2	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	0	0.0%	1	0.1%	3	0.2%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	1	0.1%	3	0.2%

*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	1708
	Number of Students with Disabilities		192	209
	Number of All Students		192	1917
	Percent of Enrollment		10%	99%

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	0	0%	0	0%	25	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%	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%	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	0	0%	0	0%	7	100%
Science	0	0%	1	#	4	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	10	100%	6	100%
Science	12	33%	7	71%	6	33%
Reading	0	0%	2	#	2	#
Writing	0	0%	0	0%	1	#
Global Studies	2	#	9	89%	1	#
U.S. Hist & Gov't	5	80%	5	100%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	461	456	466	55	45	64
Number Scoring 55–100	456	451	459	52	41	58
Number Scoring 65–100	445	429	454	45	31	55
Number Scoring 85–100	287	302	292	10	4	12
Percentage of Tested Scoring 55–100	99%	99%	98%	95%	91%	91%
Percentage of Tested Scoring 65–100	97%	94%	97%	82%	69%	86%
Percentage of Tested Scoring 85–100	62%	66%	63%	18%	9%	19%
Mathematics A						
Number Tested	0	0	540	0	0	47
Number Scoring 55–100	0	0	521	0	0	30
Number Scoring 65–100	0	0	517	0	0	28
Number Scoring 85–100	0	0	281	0	0	1
Percentage of Tested Scoring 55–100	0%	0%	96%	0%	0%	64%
Percentage of Tested Scoring 65–100	0%	0%	96%	0%	0%	60%
Percentage of Tested Scoring 85–100	0%	0%	52%	0%	0%	2%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	457	454	482	51	64	48
Number Scoring 55–100	457	449	479	51	59	47
Number Scoring 65–100	450	446	476	44	57	46
Number Scoring 85–100	332	284	323	16	11	12
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	92%	98%
Percentage of Tested Scoring 65–100	98%	98%	99%	86%	89%	96%
Percentage of Tested Scoring 85–100	73%	63%	67%	31%	17%	25%
U.S. History and Government (first administered June 2001)						
Number Tested	449	458	461	61	44	57
Number Scoring 55–100	442	451	459	56	40	57
Number Scoring 65–100	430	444	455	47	37	53
Number Scoring 85–100	320	293	361	17	10	20
Percentage of Tested Scoring 55–100	98%	98%	100%	92%	91%	100%
Percentage of Tested Scoring 65–100	96%	97%	99%	77%	84%	93%
Percentage of Tested Scoring 85–100	71%	64%	78%	28%	23%	35%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	452	447	525	83	58	43
Number Scoring 55–100	448	447	521	80	58	41
Number Scoring 65–100	437	443	508	76	56	33
Number Scoring 85–100	146	231	280	26	5	2
Percentage of Tested Scoring 55–100	99%	100%	99%	96%	100%	95%
Percentage of Tested Scoring 65–100	97%	99%	97%	92%	97%	77%
Percentage of Tested Scoring 85–100	32%	52%	53%	31%	9%	5%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	313	344	347	52	52	17
Number Scoring 55–100	301	337	340	45	46	17
Number Scoring 65–100	292	331	324	40	43	14
Number Scoring 85–100	171	172	181	11	7	3
Percentage of Tested Scoring 55–100	96%	98%	98%	87%	88%	100%
Percentage of Tested Scoring 65–100	93%	96%	93%	77%	83%	82%
Percentage of Tested Scoring 85–100	55%	50%	52%	21%	13%	18%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		367	396		14	21
Number Scoring 55–100		360	390		12	20
Number Scoring 65–100		320	357		8	16
Number Scoring 85–100		84	115		0	0
Percentage of Tested Scoring 55–100		98%	98%		86%	95%
Percentage of Tested Scoring 65–100		87%	90%		57%	76%
Percentage of Tested Scoring 85–100		23%	29%		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	86	79	93	4	5	2
Number Scoring 55–100	86	79	93	#	5	#
Number Scoring 65–100	84	79	93	#	5	#
Number Scoring 85–100	53	41	73	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 65–100	98%	100%	100%	#	100%	#
Percentage of Tested Scoring 85–100	62%	52%	78%	#	0%	#
Comprehensive Italian						
Number Tested	43	62	42	1	2	1
Number Scoring 55–100	43	62	42	#	#	#
Number Scoring 65–100	43	62	42	#	#	#
Number Scoring 85–100	39	37	34	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	91%	60%	81%	#	#	#
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	284	266	287	15	20	12
Number Scoring 55–100	284	266	287	15	20	12
Number Scoring 65–100	284	263	284	15	18	12
Number Scoring 85–100	242	217	221	8	10	2
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	99%	99%	100%	90%	100%
Percentage of Tested Scoring 85–100	85%	82%	77%	53%	50%	17%
Comprehensive Latin						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	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	463	453	45	50	55	13
Number Scoring 55–100	426	425	33	36	42	8
Number Scoring 65–100	399	395	28	27	33	6
Number Scoring 85–100	287	269	4	8	10	2
Percentage of Tested Scoring 55–100	92%	94%	73%	72%	76%	62%
Percentage of Tested Scoring 65–100	86%	87%	62%	54%	60%	46%
Percentage of Tested Scoring 85–100	62%	59%	9%	16%	18%	15%
Sequential Mathematics, Course III						
Number Tested	420	416	427	22	31	41
Number Scoring 55–100	384	394	403	17	27	37
Number Scoring 65–100	374	383	389	17	24	34
Number Scoring 85–100	269	282	263	9	7	13
Percentage of Tested Scoring 55–100	91%	95%	94%	77%	87%	90%
Percentage of Tested Scoring 65–100	89%	92%	91%	77%	77%	83%
Percentage of Tested Scoring 85–100	64%	68%	62%	41%	23%	32%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	21	100%	27	100%	5	100%
Students with Disabilities	10	90%	8	100%	5	100%

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	404	404	404	41	41	41	445	445	445
Number Scoring 55–64	0	2	0	1	2	1	1	4	1
Number Scoring 65–84	86	123	145	25	27	35	111	150	180
Number Scoring 85–100	314	276	259	12	9	4	326	285	263
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)