

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-01-09-02-0003
 Name: Wyandanch Memorial High School
 Principal: Mary Jones

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	107	123	147
Tenth	167	118	98
Eleventh	143	116	97
Twelfth	75	94	74
Ungraded Secondary	0	89	91
Total K-12 Enrollment	492	540	507

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	0	0.0%	0	0.0%	1	0.2%
Black (Not Hispanic)	438	89.0%	495	91.7%	447	88.2%
Hispanic	52	10.6%	42	7.8%	58	11.4%
White (Not Hispanic)	2	0.4%	3	0.6%	1	0.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	27	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	15	21	0
English Grade 10	32	29	21
Mathematics Grade 10	16	17	25
Science Grade 10	13	19	0
Social Studies Grade 10	36	24	20

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
43	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. 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	23	4.7%	36	6.7%	39	7.7%
Eligible for Free Lunch	166	33.7%	89	16.5%	61	12.0%

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		89.9%		87.0%		95.7%
Student Suspensions	182	37.3%	81	16.5%	136	25.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.6%	3.3%	0.8%
Public Assistance	31-40%	31-40%	71-80%
Student Stability	96%	66%	96%

Staff Counts

Staff	2002–2003
Total Teachers	38
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	27	13	48%	62	25	40%	63	19	30%
Students with Disabilities	8	3	38%	4	0	0%	6	0	0%
All Students	35	16	46%	66	25	38%	69	19	28%

*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	33	21	5	1	8	1
Percent	48%	30%	7%	1%	12%	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)
6	0	13	19

*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		22	
	Entered GED Program*			0		7	
	Total Noncompleters			1		29	
Students with Disabilities	Dropped Out			0		9	
	Entered GED Program*			0		1	
	Total Noncompleters			0		10	
All Students	Dropped Out	32	6.5%	1	0.2%	31	6.1%
	Entered GED Program*	8	1.6%	0	0.0%	8	1.6%
	Total Noncompleters	40	8.1%	1	0.2%	39	7.7%

*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		45	26
	Number of Students with Disabilities		0	89
	Number of All Students		45	115
	Percent of Enrollment		8%	23%

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%	8	100%	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%	16	75%

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%	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	0	0%	0	0%	4	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	58%	4	#	48	85%
Science	2	#	4	#	41	34%
Reading	0	0%	3	#	13	62%
Writing	2	#	8	100%	18	44%
Global Studies	5	0%	0	0%	20	35%
U.S. Hist & Gov't	8	25%	0	0%	13	54%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	97	55	66	11	5	5
Number Scoring 55–100	77	50	54	3	3	4
Number Scoring 65–100	59	35	36	2	2	3
Number Scoring 85–100	6	3	1	0	0	0
Percentage of Tested Scoring 55–100	79%	91%	82%	27%	60%	80%
Percentage of Tested Scoring 65–100	61%	64%	55%	18%	40%	60%
Percentage of Tested Scoring 85–100	6%	5%	2%	0%	0%	0%
Mathematics A						
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%
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	179	61	77	31	10	4
Number Scoring 55–100	131	48	47	8	5	#
Number Scoring 65–100	96	31	35	4	1	#
Number Scoring 85–100	7	3	3	0	0	#
Percentage of Tested Scoring 55–100	73%	79%	61%	26%	50%	#
Percentage of Tested Scoring 65–100	54%	51%	45%	13%	10%	#
Percentage of Tested Scoring 85–100	4%	5%	4%	0%	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	67	61	51	8	5	2
Number Scoring 55–100	49	56	45	3	3	#
Number Scoring 65–100	39	40	42	2	3	#
Number Scoring 85–100	9	6	9	0	0	#
Percentage of Tested Scoring 55–100	73%	92%	88%	38%	60%	#
Percentage of Tested Scoring 65–100	58%	66%	82%	25%	60%	#
Percentage of Tested Scoring 85–100	13%	10%	18%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	87	119	128	20	20	29
Number Scoring 55–100	80	73	61	20	5	2
Number Scoring 65–100	56	48	45	20	2	2
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	92%	61%	48%	100%	25%	7%
Percentage of Tested Scoring 65–100	64%	40%	35%	100%	10%	7%
Percentage of Tested Scoring 85–100	0%	0%	1%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	66	87	100	9	16	13
Number Scoring 55–100	39	54	48	0	3	4
Number Scoring 65–100	27	37	28	0	1	3
Number Scoring 85–100	5	0	1	0	0	0
Percentage of Tested Scoring 55–100	59%	62%	48%	0%	19%	31%
Percentage of Tested Scoring 65–100	41%	43%	28%	0%	6%	23%
Percentage of Tested Scoring 85–100	8%	0%	1%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		24	34		0	1
Number Scoring 55–100		20	22		0	#
Number Scoring 65–100		14	12		0	#
Number Scoring 85–100		0	0		0	#
Percentage of Tested Scoring 55–100		83%	65%		0%	#
Percentage of Tested Scoring 65–100		58%	35%		0%	#
Percentage of Tested Scoring 85–100		0%	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	14	0	16	0	0	0
Number Scoring 55–100	13	0	15	0	0	0
Number Scoring 65–100	13	0	13	0	0	0
Number Scoring 85–100	6	0	1	0	0	0
Percentage of Tested Scoring 55–100	93%	0%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	0%	81%	0%	0%	0%
Percentage of Tested Scoring 85–100	43%	0%	6%	0%	0%	0%
Comprehensive Italian						
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 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	10	5	0	0	0	0
Number Scoring 55–100	8	5	0	0	0	0
Number Scoring 65–100	8	5	0	0	0	0
Number Scoring 85–100	0	1	0	0	0	0
Percentage of Tested Scoring 55–100	80%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	80%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	20%	0%	0%	0%	0%
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	86	65	17	3	10	1
Number Scoring 55–100	40	45	13	#	4	#
Number Scoring 65–100	28	31	9	#	3	#
Number Scoring 85–100	7	2	1	#	0	#
Percentage of Tested Scoring 55–100	47%	69%	76%	#	40%	#
Percentage of Tested Scoring 65–100	33%	48%	53%	#	30%	#
Percentage of Tested Scoring 85–100	8%	3%	6%	#	0%	#
Sequential Mathematics, Course III						
Number Tested	26	21	0	0	0	0
Number Scoring 55–100	23	21	0	0	0	0
Number Scoring 65–100	19	21	0	0	0	0
Number Scoring 85–100	3	12	0	0	0	0
Percentage of Tested Scoring 55–100	88%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	73%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	12%	57%	0%	0%	0%	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	62	92%	37	81%	36	92%
Students with Disabilities	11	55%	19	79%	24	54%

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	48	48	48	18	18	18	66	66	66
Number Scoring 55–64	6	10	6	3	0	0	9	10	6
Number Scoring 65–84	31	27	34	2	3	3	33	30	37
Number Scoring 85–100	3	5	2	0	0	0	3	5	2
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)