

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-04-10-03-0006

Grade Range : 9-12

Name: Mineola High School

Principal: Michael Nagler

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	190	203	185
Tenth	201	197	202
Eleventh	231	196	192
Twelfth	180	198	182
Ungraded Secondary	0	0	29
Total K-12 Enrollment	802	794	790

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	50	6.2%	45	5.7%	46	5.8%
Black (Not Hispanic)	24	3.0%	20	2.5%	22	2.8%
Hispanic	77	9.6%	79	9.9%	97	12.3%
White (Not Hispanic)	651	81.2%	650	81.9%	625	79.1%

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	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	18	15	19
Mathematics Grade 10	20	20	19
Science Grade 10	19	23	19
Social Studies Grade 10	19	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
54	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 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	30	3.7%	46	5.8%	49	6.2%
Eligible for Free Lunch	56	7.0%	53	6.7%	69	8.7%

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		93.4%		93.6%		93.9%
Student Suspensions	64	7.7%	50	6.2%	63	7.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.0%	1.5%	3.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	96%	92%

Staff Counts

Staff	2002–2003
Total Teachers	74
Total Other Professional Staff	19
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	149	95	64%	169	169	100%	148	106	72%
Students with Disabilities	22	0	0%	29	29	100%	24	5	21%
All Students	171	95	56%	198	198	100%	172	111	65%

*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	112	43	0	1	16	0
Percent	65%	25%	0%	1%	9%	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	4	28

*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			7		14	
	Entered GED Program*			0		4	
	Total Noncompleters			7		18	
Students with Disabilities	Dropped Out			3		2	
	Entered GED Program*			0		1	
	Total Noncompleters			3		3	
All Students	Dropped Out	7	0.9%	10	1.3%	16	2.0%
	Entered GED Program*	7	0.9%	0	0.0%	5	0.6%
	Total Noncompleters	14	1.7%	10	1.3%	21	2.7%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	0	0%	6	83%
German	0	0%	0	0%	0	0%
Italian	15	80%	24	96%	0	0%
Latin	34	100%	0	0%	42	100%
Spanish	20	65%	107	98%	36	67%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	2	#	0	0%	0	0%
Latin	0	0%	0	0%	1	#
Spanish	3	#	1	#	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%	5	60%	4	#
Science	21	67%	9	78%	0	0%
Reading	1	#	2	#	0	0%
Writing	1	#	2	#	0	0%
Global Studies	2	#	7	86%	0	0%
U.S. Hist & Gov't	18	33%	9	67%	4	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	55	71%	22	59%	3	#
Science	38	53%	20	50%	3	#
Reading	32	69%	18	72%	4	#
Writing	28	82%	21	76%	3	#
Global Studies	50	26%	25	32%	0	0%
U.S. Hist & Gov't	31	39%	18	28%	15	40%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	233	167	198	47	27	28
Number Scoring 55–100	195	158	181	15	18	20
Number Scoring 65–100	157	140	167	8	9	16
Number Scoring 85–100	31	55	80	0	0	2
Percentage of Tested Scoring 55–100	84%	95%	91%	32%	67%	71%
Percentage of Tested Scoring 65–100	67%	84%	84%	17%	33%	57%
Percentage of Tested Scoring 85–100	13%	33%	40%	0%	0%	7%
Mathematics A						
Number Tested	0	193	209	0	18	11
Number Scoring 55–100	0	155	183	0	9	6
Number Scoring 65–100	0	137	162	0	3	4
Number Scoring 85–100	0	48	29	0	1	3
Percentage of Tested Scoring 55–100	0%	80%	88%	0%	50%	55%
Percentage of Tested Scoring 65–100	0%	71%	78%	0%	17%	36%
Percentage of Tested Scoring 85–100	0%	25%	14%	0%	6%	27%
Mathematics B (first administered June 2001)						
Number Tested	0	0	19	0	0	0
Number Scoring 55–100	0	0	19	0	0	0
Number Scoring 65–100	0	0	19	0	0	0
Number Scoring 85–100	0	0	14	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%	74%	0%	0%	0%
Global History and Geography						
Number Tested	214	179	224	45	27	7
Number Scoring 55–100	193	168	206	29	20	4
Number Scoring 65–100	168	149	190	13	13	2
Number Scoring 85–100	81	55	83	1	0	0
Percentage of Tested Scoring 55–100	90%	94%	92%	64%	74%	57%
Percentage of Tested Scoring 65–100	79%	83%	85%	29%	48%	29%
Percentage of Tested Scoring 85–100	38%	31%	37%	2%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	202	178	191	33	29	29
Number Scoring 55–100	176	162	179	18	20	22
Number Scoring 65–100	149	146	167	8	14	18
Number Scoring 85–100	82	67	96	2	0	2
Percentage of Tested Scoring 55–100	87%	91%	94%	55%	69%	76%
Percentage of Tested Scoring 65–100	74%	82%	87%	24%	48%	62%
Percentage of Tested Scoring 85–100	41%	38%	50%	6%	0%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	202	190	188	36	18	1
Number Scoring 55–100	191	187	169	29	16	#
Number Scoring 65–100	166	181	155	18	15	#
Number Scoring 85–100	33	54	32	0	0	#
Percentage of Tested Scoring 55–100	95%	98%	90%	81%	89%	#
Percentage of Tested Scoring 65–100	82%	95%	82%	50%	83%	#
Percentage of Tested Scoring 85–100	16%	28%	17%	0%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	89	145	140	18	19	8
Number Scoring 55–100	76	124	129	6	14	5
Number Scoring 65–100	73	109	117	5	9	4
Number Scoring 85–100	20	35	32	0	1	0
Percentage of Tested Scoring 55–100	85%	86%	92%	33%	74%	62%
Percentage of Tested Scoring 65–100	82%	75%	84%	28%	47%	50%
Percentage of Tested Scoring 85–100	22%	24%	23%	0%	5%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		81	74		2	1
Number Scoring 55–100		79	70		#	#
Number Scoring 65–100		65	51		#	#
Number Scoring 85–100		19	13		#	#
Percentage of Tested Scoring 55–100		98%	95%		#	#
Percentage of Tested Scoring 65–100		80%	69%		#	#
Percentage of Tested Scoring 85–100		23%	18%		#	#
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	11	4	4	0	0	0
Number Scoring 55–100	10	#	#	0	0	0
Number Scoring 65–100	10	#	#	0	0	0
Number Scoring 85–100	4	#	#	0	0	0
Percentage of Tested Scoring 55–100	91%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	36%	#	#	0%	0%	0%
Comprehensive Italian						
Number Tested	10	6	29	2	0	2
Number Scoring 55–100	9	6	29	#	0	#
Number Scoring 65–100	9	6	29	#	0	#
Number Scoring 85–100	3	2	13	#	0	#
Percentage of Tested Scoring 55–100	90%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	90%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	30%	33%	45%	#	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	92	71	131	2	1	3
Number Scoring 55–100	91	70	130	#	#	#
Number Scoring 65–100	91	70	125	#	#	#
Number Scoring 85–100	64	47	85	#	#	#
Percentage of Tested Scoring 55–100	99%	99%	99%	#	#	#
Percentage of Tested Scoring 65–100	99%	99%	95%	#	#	#
Percentage of Tested Scoring 85–100	70%	66%	65%	#	#	#
Comprehensive Latin						
Number Tested	17	11	4	0	0	0
Number Scoring 55–100	17	11	#	0	0	0
Number Scoring 65–100	17	10	#	0	0	0
Number Scoring 85–100	4	1	#	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	91%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	24%	9%	#	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	194	20	2	18	0	0
Number Scoring 55–100	135	14	#	6	0	0
Number Scoring 65–100	112	9	#	2	0	0
Number Scoring 85–100	53	4	#	1	0	0
Percentage of Tested Scoring 55–100	70%	70%	#	33%	0%	0%
Percentage of Tested Scoring 65–100	58%	45%	#	11%	0%	0%
Percentage of Tested Scoring 85–100	27%	20%	#	6%	0%	0%
Sequential Mathematics, Course III						
Number Tested	118	85	28	0	2	3
Number Scoring 55–100	111	84	26	0	#	#
Number Scoring 65–100	108	81	26	0	#	#
Number Scoring 85–100	63	55	9	0	#	#
Percentage of Tested Scoring 55–100	94%	99%	93%	0%	#	#
Percentage of Tested Scoring 65–100	92%	95%	93%	0%	#	#
Percentage of Tested Scoring 85–100	53%	65%	32%	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	6	100%	21	100%	38	79%
Students with Disabilities	11	100%	14	86%	12	58%

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	149	149	149	29	29	29	178	178	178
Number Scoring 55–64	5	9	11	5	6	5	10	15	16
Number Scoring 65–84	66	62	74	15	12	12	81	74	86
Number Scoring 85–100	71	67	55	2	2	1	73	69	56
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)