

New York State School Report Card Comprehensive Information Report

BEDS Code: 56-07-01-06-0003

Grade Range : 9-12

Name: Mynderse Academy

Principal: Anthony Ferrara

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	137	141	149
Tenth	135	127	147
Eleventh	135	127	122
Twelfth	94	123	123
Ungraded Secondary	0	0	0
Total K-12 Enrollment	501	518	541

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	12	2.4%	11	2.1%	18	3.3%
Black (Not Hispanic)	3	0.6%	5	1.0%	3	0.6%
Hispanic	4	0.8%	5	1.0%	2	0.4%
White (Not Hispanic)	482	96.2%	497	95.9%	518	95.7%

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	18	14
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	16	17	17
Mathematics Grade 10	17	20	24
Science Grade 10	13	13	20
Social Studies Grade 10	16	18	20

(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
50	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 middle 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	2	0.4%	4	0.8%	4	0.7%
Eligible for Free Lunch	47	9.4%	40	7.7%	62	11.5%

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		95.6%		95.6%		94.8%
Student Suspensions	18	3.5%	41	8.2%	34	6.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.8%	5.6%	4.8%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	97%	99%	95%

Staff Counts

Staff	2002–2003
Total Teachers	39
Total Other Professional Staff	3
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	79	52	66%	101	63	62%	118	63	53%
Students with Disabilities	6	0	0%	6	0	0%	7	0	0%
All Students	85	52	61%	107	63	59%	125	63	50%

*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	59	39	2	5	16	4
Percent	47%	31%	2%	4%	13%	3%

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)
7	0	2	9

*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			19		4	
	Entered GED Program*			0		1	
	Total Noncompleters			19		5	
Students with Disabilities	Dropped Out			4		0	
	Entered GED Program*			0		0	
	Total Noncompleters			4		0	
All Students	Dropped Out	23	4.6%	23	4.4%	4	0.7%
	Entered GED Program*	8	1.6%	0	0.0%	1	0.2%
	Total Noncompleters	31	6.2%	23	4.4%	5	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		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	38	100%	31	100%	44	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	76	97%	67	96%	73	99%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	2	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	6	83%	4	#	8	88%

(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%	4	#
Science	0	0%	1	#	3	#
Reading	0	0%	1	#	2	#
Writing	0	0%	1	#	1	#
Global Studies	2	#	0	0%	4	#
U.S. Hist & Gov't	6	67%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	100%	0	0%	18	72%
Science	3	#	0	0%	15	47%
Reading	2	#	0	0%	9	100%
Writing	2	#	1	#	9	100%
Global Studies	0	0%	0	0%	5	80%
U.S. Hist & Gov't	3	#	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	119	118	120	12	9	12
Number Scoring 55–100	116	113	115	9	8	11
Number Scoring 65–100	108	92	108	5	1	6
Number Scoring 85–100	37	49	65	0	0	0
Percentage of Tested Scoring 55–100	97%	96%	96%	75%	89%	92%
Percentage of Tested Scoring 65–100	91%	78%	90%	42%	11%	50%
Percentage of Tested Scoring 85–100	31%	42%	54%	0%	0%	0%
Mathematics A						
Number Tested	86	54	143	4	8	6
Number Scoring 55–100	83	33	127	#	5	6
Number Scoring 65–100	70	15	114	#	3	6
Number Scoring 85–100	23	1	38	#	0	0
Percentage of Tested Scoring 55–100	97%	61%	89%	#	62%	100%
Percentage of Tested Scoring 65–100	81%	28%	80%	#	38%	100%
Percentage of Tested Scoring 85–100	27%	2%	27%	#	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	73	0	0	1
Number Scoring 55–100	0	0	68	0	0	#
Number Scoring 65–100	0	0	58	0	0	#
Number Scoring 85–100	0	0	19	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	93%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	79%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	26%	0%	0%	#
Global History and Geography						
Number Tested	126	117	129	9	10	6
Number Scoring 55–100	123	110	121	9	7	5
Number Scoring 65–100	116	103	107	7	7	3
Number Scoring 85–100	49	33	33	1	0	1
Percentage of Tested Scoring 55–100	98%	94%	94%	100%	70%	83%
Percentage of Tested Scoring 65–100	92%	88%	83%	78%	70%	50%
Percentage of Tested Scoring 85–100	39%	28%	26%	11%	0%	17%
U.S. History and Government (first administered June 2001)						
Number Tested	102	124	114	13	11	12
Number Scoring 55–100	88	117	111	9	8	11
Number Scoring 65–100	76	107	110	8	7	11
Number Scoring 85–100	23	41	55	0	1	1
Percentage of Tested Scoring 55–100	86%	94%	97%	69%	73%	92%
Percentage of Tested Scoring 65–100	75%	86%	96%	62%	64%	92%
Percentage of Tested Scoring 85–100	23%	33%	48%	0%	9%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	118	114	123	9	10	11
Number Scoring 55–100	111	113	121	6	9	11
Number Scoring 65–100	105	112	114	5	8	8
Number Scoring 85–100	25	42	31	0	0	1
Percentage of Tested Scoring 55–100	94%	99%	98%	67%	90%	100%
Percentage of Tested Scoring 65–100	89%	98%	93%	56%	80%	73%
Percentage of Tested Scoring 85–100	21%	37%	25%	0%	0%	9%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	120	100	110	13	10	9
Number Scoring 55–100	111	96	99	13	9	4
Number Scoring 65–100	102	89	92	9	8	1
Number Scoring 85–100	36	23	36	0	1	0
Percentage of Tested Scoring 55–100	93%	96%	90%	100%	90%	44%
Percentage of Tested Scoring 65–100	85%	89%	84%	69%	80%	11%
Percentage of Tested Scoring 85–100	30%	23%	33%	0%	10%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		71	70		2	4
Number Scoring 55–100		68	57		#	#
Number Scoring 65–100		51	39		#	#
Number Scoring 85–100		7	7		#	#
Percentage of Tested Scoring 55–100		96%	81%		#	#
Percentage of Tested Scoring 65–100		72%	56%		#	#
Percentage of Tested Scoring 85–100		10%	10%		#	#
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	24	18	21	0	0	0
Number Scoring 55–100	24	18	21	0	0	0
Number Scoring 65–100	24	18	20	0	0	0
Number Scoring 85–100	12	10	18	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	56%	86%	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	64	72	58	1	0	2
Number Scoring 55–100	64	72	57	#	0	#
Number Scoring 65–100	64	72	57	#	0	#
Number Scoring 85–100	53	64	38	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	98%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	98%	#	0%	#
Percentage of Tested Scoring 85–100	83%	89%	66%	#	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	97	99	6	3	5	1
Number Scoring 55–100	87	87	5	#	5	#
Number Scoring 65–100	81	77	4	#	4	#
Number Scoring 85–100	45	24	0	#	0	#
Percentage of Tested Scoring 55–100	90%	88%	83%	#	100%	#
Percentage of Tested Scoring 65–100	84%	78%	67%	#	80%	#
Percentage of Tested Scoring 85–100	46%	24%	0%	#	0%	#
Sequential Mathematics, Course III						
Number Tested	75	77	0	2	0	0
Number Scoring 55–100	68	71	0	#	0	0
Number Scoring 65–100	61	68	0	#	0	0
Number Scoring 85–100	28	33	0	#	0	0
Percentage of Tested Scoring 55–100	91%	92%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	81%	88%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	37%	43%	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	51	100%	3	#	41	95%
Students with Disabilities	8	100%	4	#	7	57%

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	107	107	107	12	12	12	119	119	119
Number Scoring 55–64	2	9	2	2	0	2	4	9	4
Number Scoring 65–84	58	54	64	7	7	6	65	61	70
Number Scoring 85–100	44	38	38	1	1	1	45	39	39
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)