

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-01-07-03-0007

Grade Range : 9-12

Name: Deer Park High School

Principal: Nanine Klosk

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	300	314	314
Tenth	269	269	269
Eleventh	213	239	239
Twelfth	226	222	222
Ungraded Secondary	41	40	40
Total K-12 Enrollment	1049	1084	1084

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	39	3.7%	42	3.9%	42	3.9%
Black (Not Hispanic)	173	16.5%	191	17.6%	191	17.6%
Hispanic	78	7.4%	71	6.5%	71	6.5%
White (Not Hispanic)	759	72.4%	780	72.0%	780	72.0%

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	19	19
Mathematics Grade 10	23	0	20
Science Grade 10	20	19	21
Social Studies Grade 10	23	20	22

(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	10	0.9%	25	2.3%	73	6.7%
Eligible for Free Lunch	89	8.5%	79	7.3%	83	7.7%

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		91.0%		94.9%		95.1%
Student Suspensions	113	10.8%	107	10.2%	107	9.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.6%	5.4%	3.9%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	100%	91%	98%

Staff Counts

Staff	2002–2003
Total Teachers	98
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	6
Teachers with Temporary Licenses	1

*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	201	93	46%	188	104	55%	232	133	57%
Students with Disabilities	12	1	8%	10	1	10%	21	2	10%
All Students	213	94	44%	198	105	53%	253	135	53%

*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	129	77	6	5	32	4
Percent	51%	30%	2%	2%	13%	2%

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)
21	2	9	30

*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			3		10	
	Entered GED Program*			0		6	
	Total Noncompleters			3		16	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		1	
	Total Noncompleters			0		1	
All Students	Dropped Out	18	1.7%	3	0.3%	10	0.9%
	Entered GED Program*	13	1.2%	0	0.0%	7	0.6%
	Total Noncompleters	31	3.0%	3	0.3%	17	1.6%

*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	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%

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%	4	#	0	0%
Science	3	#	10	90%	2	#
Reading	0	0%	3	#	0	0%
Writing	0	0%	1	#	1	#
Global Studies	4	#	8	75%	3	#
U.S. Hist & Gov't	32	81%	0	0%	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	5	80%	12	83%
Science	12	25%	15	33%	32	34%
Reading	8	88%	11	82%	8	75%
Writing	9	89%	9	78%	6	83%
Global Studies	6	17%	12	50%	15	60%
U.S. Hist & Gov't	7	57%	0	0%	8	38%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	231	284	269	16	24	17
Number Scoring 55–100	222	252	249	14	16	11
Number Scoring 65–100	179	218	231	5	9	7
Number Scoring 85–100	32	57	79	0	0	0
Percentage of Tested Scoring 55–100	96%	89%	93%	88%	67%	65%
Percentage of Tested Scoring 65–100	77%	77%	86%	31%	38%	41%
Percentage of Tested Scoring 85–100	14%	20%	29%	0%	0%	0%
Mathematics A						
Number Tested	309	316	301	5	14	20
Number Scoring 55–100	250	218	266	1	8	14
Number Scoring 65–100	203	160	222	1	5	12
Number Scoring 85–100	75	38	29	0	0	2
Percentage of Tested Scoring 55–100	81%	69%	88%	20%	57%	70%
Percentage of Tested Scoring 65–100	66%	51%	74%	20%	36%	60%
Percentage of Tested Scoring 85–100	24%	12%	10%	0%	0%	10%
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	280	269	288	28	22	27
Number Scoring 55–100	272	254	256	27	17	18
Number Scoring 65–100	255	225	232	26	12	14
Number Scoring 85–100	86	65	70	0	0	2
Percentage of Tested Scoring 55–100	97%	94%	89%	96%	77%	67%
Percentage of Tested Scoring 65–100	91%	84%	81%	93%	55%	52%
Percentage of Tested Scoring 85–100	31%	24%	24%	0%	0%	7%
U.S. History and Government (first administered June 2001)						
Number Tested	217	271	277	13	16	19
Number Scoring 55–100	189	252	263	7	14	11
Number Scoring 65–100	164	211	238	4	11	9
Number Scoring 85–100	79	71	95	1	1	1
Percentage of Tested Scoring 55–100	87%	93%	95%	54%	88%	58%
Percentage of Tested Scoring 65–100	76%	78%	86%	31%	69%	47%
Percentage of Tested Scoring 85–100	36%	26%	34%	8%	6%	5%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	255	241	265	7	13	22
Number Scoring 55–100	252	235	254	4	12	19
Number Scoring 65–100	237	230	246	0	12	15
Number Scoring 85–100	52	67	89	0	1	4
Percentage of Tested Scoring 55–100	99%	98%	96%	57%	92%	86%
Percentage of Tested Scoring 65–100	93%	95%	93%	0%	92%	68%
Percentage of Tested Scoring 85–100	20%	28%	34%	0%	8%	18%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	207	227	299	17	15	36
Number Scoring 55–100	178	207	242	7	12	12
Number Scoring 65–100	147	163	207	5	6	9
Number Scoring 85–100	24	33	75	0	0	4
Percentage of Tested Scoring 55–100	86%	91%	81%	41%	80%	33%
Percentage of Tested Scoring 65–100	71%	72%	69%	29%	40%	25%
Percentage of Tested Scoring 85–100	12%	15%	25%	0%	0%	11%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		135	157		2	2
Number Scoring 55–100		131	148		#	#
Number Scoring 65–100		112	123		#	#
Number Scoring 85–100		20	26		#	#
Percentage of Tested Scoring 55–100		97%	94%		#	#
Percentage of Tested Scoring 65–100		83%	78%		#	#
Percentage of Tested Scoring 85–100		15%	17%		#	#
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	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 Italian						
Number Tested	31	31	37	0	0	0
Number Scoring 55–100	31	31	36	0	0	0
Number Scoring 65–100	31	30	36	0	0	0
Number Scoring 85–100	13	9	16	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	97%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	29%	43%	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	83	117	117	0	1	0
Number Scoring 55–100	81	112	111	0	#	0
Number Scoring 65–100	81	109	110	0	#	0
Number Scoring 85–100	47	69	50	0	#	0
Percentage of Tested Scoring 55–100	98%	96%	95%	0%	#	0%
Percentage of Tested Scoring 65–100	98%	93%	94%	0%	#	0%
Percentage of Tested Scoring 85–100	57%	59%	43%	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	67	5	0	0	0	0
Number Scoring 55–100	48	2	0	0	0	0
Number Scoring 65–100	25	1	0	0	0	0
Number Scoring 85–100	6	0	0	0	0	0
Percentage of Tested Scoring 55–100	72%	40%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	37%	20%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	9%	0%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	143	220	167	0	3	2
Number Scoring 55–100	127	198	130	0	#	#
Number Scoring 65–100	119	186	117	0	#	#
Number Scoring 85–100	58	77	47	0	#	#
Percentage of Tested Scoring 55–100	89%	90%	78%	0%	#	#
Percentage of Tested Scoring 65–100	83%	85%	70%	0%	#	#
Percentage of Tested Scoring 85–100	41%	35%	28%	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	60	98%	70	99%	77	88%
Students with Disabilities	18	94%	22	95%	15	80%

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	247	247	247	27	27	27	274	274	274
Number Scoring 55–64	16	27	11	2	3	2	18	30	13
Number Scoring 65–84	139	138	153	17	11	11	156	149	164
Number Scoring 85–100	79	66	77	0	1	2	79	67	79
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)