

# New York State School Report Card Comprehensive Information Report

BEDS Code: 56-07-01-06-0003  
 Name: Mynderse Academy  
 Principal: Anthony Ferrara

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	141	149	141
Tenth	127	147	132
Eleventh	127	122	141
Twelfth	123	123	119
Ungraded Secondary	0	0	0
Total K-12 Enrollment	518	541	533

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	11	2.1%	18	3.3%	16	3.0%
Black (Not Hispanic)	5	1.0%	3	0.6%	4	0.8%
Hispanic	5	1.0%	2	0.4%	4	0.8%
White (Not Hispanic)	497	95.9%	518	95.7%	509	95.5%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	20
Mathematics Grade 8	18	14	15
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	19
English Grade 10	17	17	18
Mathematics Grade 10	20	24	21
Science Grade 10	13	20	14
Social Studies Grade 10	18	20	19

(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**

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.8%	4	0.7%	1	0.2%
Eligible for Free Lunch	40	7.7%	62	11.5%	82	15.4%

**Attendance and Suspension**

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.6%		94.8%		94.2%
Student Suspensions	41	8.2%	34	6.6%	42	7.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.6%	4.8%	4.3%
Public Assistance	11-20%	11-20%	21-30%
Student Stability	99%	95%	97%

**Staff Counts**

Staff	2003-04
Total Teachers	45
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	2

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	101	63	62%	118	63	53%	102	76	75%
Students with Disabilities	6	0	0%	7	0	0%	6	2	33%
All Students	107	63	59%	125	63	50%	108	78	72%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	46	49	0	4	4	5
Percent	43%	45%	0%	4%	4%	5%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
6	2	2	8

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	19		4		16	3.3%
	Entered GED Program*	0		1		2	0.4%
	Total Noncompleters	19		5		18	3.8%
Students with Disabilities	Dropped Out	4		0		11	16.4%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	4		0		11	16.4%
All Students	Dropped Out	23	4.4%	4	0.7%	27	4.9%
	Entered GED Program*	0	0.0%	1	0.2%	2	0.4%
	Total Noncompleters	23	4.4%	5	0.9%	29	5.3%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	31	100%	44	93%	33	91%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	67	96%	73	99%	55	95%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	1	#	6	83%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	8	88%	6	83%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	4	#	4	#
Science	1	#	3	#	4	#
Reading	1	#	2	#	3	#
Writing	1	#	1	#	3	#
Global Studies	0	0%	4	#	2	#
U.S. Hist & Gov't	0	0%	1	#	3	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	18	72%	13	100%
Science	0	0%	15	47%	11	73%
Reading	0	0%	9	100%	6	83%
Writing	1	#	9	100%	6	100%
Global Studies	0	0%	5	80%	2	#
U.S. Hist & Gov't	0	0%	1	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	118	120	127	9	12	8
Number Scoring 55-100	113	115	122	8	11	5
Number Scoring 65-100	92	108	109	1	6	1
Number Scoring 85-100	49	65	48	0	0	0
Percentage of Tested Scoring 55-100	96%	96%	96%	89%	92%	62%
Percentage of Tested Scoring 65-100	78%	90%	86%	11%	50%	12%
Percentage of Tested Scoring 85-100	42%	54%	38%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	54	143	129	8	6	7
Number Scoring 55-100	33	127	126	5	6	6
Number Scoring 65-100	15	114	120	3	6	5
Number Scoring 85-100	1	38	43	0	0	0
Percentage of Tested Scoring 55-100	61%	89%	98%	62%	100%	86%
Percentage of Tested Scoring 65-100	28%	80%	93%	38%	100%	71%
Percentage of Tested Scoring 85-100	2%	27%	33%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	73	67	0	1	1
Number Scoring 55-100	0	68	62	0	#	#
Number Scoring 65-100	0	58	54	0	#	#
Number Scoring 85-100	0	19	21	0	#	#
Percentage of Tested Scoring 55-100	0%	93%	93%	0%	#	#
Percentage of Tested Scoring 65-100	0%	79%	81%	0%	#	#
Percentage of Tested Scoring 85-100	0%	26%	31%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	117	129	122	10	6	8
Number Scoring 55-100	110	121	114	7	5	7
Number Scoring 65-100	103	107	104	7	3	4
Number Scoring 85-100	33	33	48	0	1	0
Percentage of Tested Scoring 55-100	94%	94%	93%	70%	83%	88%
Percentage of Tested Scoring 65-100	88%	83%	85%	70%	50%	50%
Percentage of Tested Scoring 85-100	28%	26%	39%	0%	17%	0%
<b>U.S. History and Government</b>						
Number Tested	124	114	123	11	12	9
Number Scoring 55-100	117	111	116	8	11	7
Number Scoring 65-100	107	110	114	7	11	6
Number Scoring 85-100	41	55	51	1	1	1
Percentage of Tested Scoring 55-100	94%	97%	94%	73%	92%	78%
Percentage of Tested Scoring 65-100	86%	96%	93%	64%	92%	67%
Percentage of Tested Scoring 85-100	33%	48%	41%	9%	8%	11%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	114	123	100	10	11	4
Number Scoring 55–100	113	121	99	9	11	#
Number Scoring 65–100	112	114	99	8	8	#
Number Scoring 85–100	42	31	33	0	1	#
Percentage of Tested Scoring 55–100	99%	98%	99%	90%	100%	#
Percentage of Tested Scoring 65–100	98%	93%	99%	80%	73%	#
Percentage of Tested Scoring 85–100	37%	25%	33%	0%	9%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	100	110	95	10	9	16
Number Scoring 55–100	96	99	85	9	4	12
Number Scoring 65–100	89	92	77	8	1	10
Number Scoring 85–100	23	36	24	1	0	1
Percentage of Tested Scoring 55–100	96%	90%	89%	90%	44%	75%
Percentage of Tested Scoring 65–100	89%	84%	81%	80%	11%	62%
Percentage of Tested Scoring 85–100	23%	33%	25%	10%	0%	6%
<b>Physical Setting/Chemistry</b>						
Number Tested	71	70	55	2	4	4
Number Scoring 55–100	68	57	52	#	#	#
Number Scoring 65–100	51	39	44	#	#	#
Number Scoring 85–100	7	7	8	#	#	#
Percentage of Tested Scoring 55–100	96%	81%	95%	#	#	#
Percentage of Tested Scoring 65–100	72%	56%	80%	#	#	#
Percentage of Tested Scoring 85–100	10%	10%	15%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			65			0
Number Scoring 55–100			58			0
Number Scoring 65–100			51			0
Number Scoring 85–100			8			0
Percentage of Tested Scoring 55–100			89%			0%
Percentage of Tested Scoring 65–100			78%			0%
Percentage of Tested Scoring 85–100			12%			0%

\* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	18	21	20	0	0	0
Number Scoring 55-100	18	21	20	0	0	0
Number Scoring 65-100	18	20	20	0	0	0
Number Scoring 85-100	10	18	14	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	56%	86%	70%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	72	58	57	0	2	0
Number Scoring 55-100	72	57	57	0	#	0
Number Scoring 65-100	72	57	57	0	#	0
Number Scoring 85-100	64	38	33	0	#	0
Percentage of Tested Scoring 55-100	100%	98%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	98%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	89%	66%	58%	0%	#	0%
<b>Comprehensive Latin</b>						
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	77	0	4	0	0	0
Number Scoring 55-100	71	0	#	0	0	0
Number Scoring 65-100	68	0	#	0	0	0
Number Scoring 85-100	33	0	#	0	0	0
Percentage of Tested Scoring 55-100	92%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	43%	0%	#	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	3	#	41	95%	27	96%
Students with Disabilities	4	#	7	57%	2	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	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
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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

## 2000 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	102	102	102	13	13	13	115	115	115
Number Scoring 55–64	3	0	0	1	0	1	4	0	1
Number Scoring 65–84	62	39	46	7	7	9	69	46	55
Number Scoring 85–100	33	53	54	0	1	0	33	54	54
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)