

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-52-07-0002

Grade Range : 7-12

Name: Elmont Memorial Junior-Senior High School

Principal: John Capozzi

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	311	346	350
Eighth	321	324	359
Ninth	396	321	330
Tenth	354	342	317
Eleventh	275	340	340
Twelfth	262	293	343
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1919	1966	2039

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	215	11.2%	209	10.6%	223	10.9%
Black (Not Hispanic)	1433	74.7%	1475	75.0%	1516	74.4%
Hispanic	221	11.5%	233	11.9%	265	13.0%
White (Not Hispanic)	50	2.6%	49	2.5%	35	1.7%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	27	28	26
Mathematics Grade 8	29	28	27
Science Grade 8	28	27	27
Social Studies Grade 8	28	28	26
English Grade 10	28	25	27
Mathematics Grade 10	26	25	26
Science Grade 10	26	26	23
Social Studies Grade 10	30	30	27

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	18	0.9%	15	0.8%	16	0.8%
Eligible for Free Lunch	304	15.8%	287	14.6%	312	15.3%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		97.4%		97.3%		97.4%
Student Suspensions	172	8.7%	257	13.4%	328	16.7%

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

	2002-03	2003-04	2004-05
Reduced Lunch	8.0%	9.1%	8.1%
Public Assistance	11-20%	21-30%	11-20%
Student Stability	98%	97%	96%

### Staff Counts

Staff	2004-05
Total Teachers	116
Total Other Professional Staff	27
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 and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	278	270	315
	Regents Diplomas	187	196	283
	% Regents Diplomas	67%	73%	90%
	Regents Diplomas with Advanced Designation**			102
	% Regents Diplomas with Advanced Designation			32%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	24	22	13
	Regents Diplomas	5	5	7
	% Regents Diplomas	21%	23%	54%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	0
<b>All Students</b>	Total Graduates*	302	292	328
	Regents Diplomas	192	201	290
	% Regents Diplomas	64%	69%	88%
	Regents Diplomas with Advanced Designation**			102
	% Regents Diplomas with Advanced Designation			31%
	IEP Diplomas or Local Certificates	0	0	0

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	218	84	0	2	6	0	0	5
	<b>Percent</b>	69%	27%	0%	1%	2%	0%	0%	2%
<b>Students with Disabilities</b>	<b>Number</b>	4	9	0	0	0	0	0	0
	<b>Percent</b>	31%	69%	0%	0%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	222	93	0	2	6	0	0	5
	<b>Percent</b>	68%	28%	0%	1%	2%	0%	0%	2%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	2		1	0.1%	3	0.2%
	Entered GED Program*	11		11	0.9%	12	1.0%
	Total Noncompleters	13		12	1.0%	15	1.2%
<b>Students with Disabilities</b>	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	1		1	1.1%	2	1.9%
	Total Noncompleters	1		1	1.1%	2	1.9%
<b>All Students</b>	Dropped Out	2	0.2%	1	0.1%	3	0.2%
	Entered GED Program*	12	0.9%	12	0.9%	14	1.1%
	Total Noncompleters	14	1.1%	13	1.0%	17	1.3%

\*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)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	562	670	572
	Number of Students with Disabilities	70	0	137
	Number of All Students	632	670	709
	Percent of Enrollment	100%	100%	100%
9-12	Number of General-Education Students	1197	1296	0
	Number of Students with Disabilities	90	0	0
	Number of All Students	1287	1296	0
	Percent of Enrollment	100%	100%	0%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	32	97%	56	98%	44	98%
German	0	0%	0	0%	0	0%
Italian	32	97%	43	86%	100	97%
Latin	0	0%	0	0%	0	0%
Spanish	56	96%	72	94%	57	100%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	4	#	5	100%
German	0	0%	0	0%	0	0%
Italian	1	#	5	100%	8	88%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	1	#	3	#

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	119	61%	8	63%	41	95%
Science	49	61%	7	86%	64	55%
Reading	7	57%	7	43%	6	67%
Writing	6	67%	7	43%	5	20%
Global Studies	31	58%	37	54%	0	0%
U.S. Hist & Gov't	4	#	9	89%	12	83%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	56%	6	100%	11	82%
Science	6	83%	1	#	9	44%
Reading	3	#	7	43%	5	80%
Writing	2	#	7	71%	2	#
Global Studies	3	#	11	64%	0	0%
U.S. Hist & Gov't	1	#	3	#	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	310	331	339	20	18	19
Number Scoring 55-100	306	323	332	19	14	19
Number Scoring 65-100	298	318	313	14	14	14
Number Scoring 85-100	214	215	185	6	1	3
Percentage of Tested Scoring 55-100	99%	98%	98%	95%	78%	100%
Percentage of Tested Scoring 65-100	96%	96%	92%	70%	78%	74%
Percentage of Tested Scoring 85-100	69%	65%	55%	30%	6%	16%
<b>Mathematics A</b>						
Number Tested	441	462	683	29	30	41
Number Scoring 55-100	366	439	632	18	25	31
Number Scoring 65-100	300	411	546	13	22	21
Number Scoring 85-100	45	129	94	0	2	3
Percentage of Tested Scoring 55-100	83%	95%	93%	62%	83%	76%
Percentage of Tested Scoring 65-100	68%	89%	80%	45%	73%	51%
Percentage of Tested Scoring 85-100	10%	28%	14%	0%	7%	7%
<b>Mathematics B</b>						
Number Tested	63	86	212	0	0	4
Number Scoring 55-100	50	86	88	0	0	#
Number Scoring 65-100	42	81	57	0	0	#
Number Scoring 85-100	6	28	4	0	0	#
Percentage of Tested Scoring 55-100	79%	100%	42%	0%	0%	#
Percentage of Tested Scoring 65-100	67%	94%	27%	0%	0%	#
Percentage of Tested Scoring 85-100	10%	33%	2%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	369	332	388	25	25	29
Number Scoring 55-100	329	285	338	21	18	18
Number Scoring 65-100	296	251	303	20	15	14
Number Scoring 85-100	78	76	109	0	1	0
Percentage of Tested Scoring 55-100	89%	86%	87%	84%	72%	62%
Percentage of Tested Scoring 65-100	80%	76%	78%	80%	60%	48%
Percentage of Tested Scoring 85-100	21%	23%	28%	0%	4%	0%
<b>U.S. History and Government</b>						
Number Tested	323	395	350	18	21	22
Number Scoring 55-100	318	384	334	17	19	19
Number Scoring 65-100	311	371	318	17	18	16
Number Scoring 85-100	176	189	177	1	0	7
Percentage of Tested Scoring 55-100	98%	97%	95%	94%	90%	86%
Percentage of Tested Scoring 65-100	96%	94%	91%	94%	86%	73%
Percentage of Tested Scoring 85-100	54%	48%	51%	6%	0%	32%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	380	292	325	18	24	16
Number Scoring 55-100	369	282	309	15	22	14
Number Scoring 65-100	349	266	295	10	21	11
Number Scoring 85-100	106	75	89	0	3	0
Percentage of Tested Scoring 55-100	97%	97%	95%	83%	92%	88%
Percentage of Tested Scoring 65-100	92%	91%	91%	56%	88%	69%
Percentage of Tested Scoring 85-100	28%	26%	27%	0%	12%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	362	424	419	16	19	26
Number Scoring 55-100	308	376	335	15	9	16
Number Scoring 65-100	259	314	273	12	5	11
Number Scoring 85-100	101	52	58	1	0	2
Percentage of Tested Scoring 55-100	85%	89%	80%	94%	47%	62%
Percentage of Tested Scoring 65-100	72%	74%	65%	75%	26%	42%
Percentage of Tested Scoring 85-100	28%	12%	14%	6%	0%	8%
<b>Physical Setting/Chemistry</b>						
Number Tested	375	360	300	10	4	13
Number Scoring 55-100	311	297	260	7	#	10
Number Scoring 65-100	191	201	173	3	#	5
Number Scoring 85-100	19	19	30	0	#	1
Percentage of Tested Scoring 55-100	83%	82%	87%	70%	#	77%
Percentage of Tested Scoring 65-100	51%	56%	58%	30%	#	38%
Percentage of Tested Scoring 85-100	5%	5%	10%	0%	#	8%
<b>Physical Setting/Physics</b>						
Number Tested		56	165		0	0
Number Scoring 55-100		51	157		0	0
Number Scoring 65-100		38	149		0	0
Number Scoring 85-100		3	49		0	0
Percentage of Tested Scoring 55-100		91%	95%		0%	0%
Percentage of Tested Scoring 65-100		68%	90%		0%	0%
Percentage of Tested Scoring 85-100		5%	30%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	96	75	49	2	1	1
Number Scoring 55-100	87	70	48	#	#	#
Number Scoring 65-100	81	70	45	#	#	#
Number Scoring 85-100	36	40	18	#	#	#
Percentage of Tested Scoring 55-100	91%	93%	98%	#	#	#
Percentage of Tested Scoring 65-100	84%	93%	92%	#	#	#
Percentage of Tested Scoring 85-100	38%	53%	37%	#	#	#
<b>Comprehensive Italian</b>						
Number Tested	0	34	37	0	2	0
Number Scoring 55-100	0	33	33	0	#	0
Number Scoring 65-100	0	31	32	0	#	0
Number Scoring 85-100	0	20	15	0	#	0
Percentage of Tested Scoring 55-100	0%	97%	89%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	91%	86%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	59%	41%	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	209	199	158	4	3	4
Number Scoring 55-100	207	189	155	#	#	#
Number Scoring 65-100	196	184	148	#	#	#
Number Scoring 85-100	97	89	71	#	#	#
Percentage of Tested Scoring 55-100	99%	95%	98%	#	#	#
Percentage of Tested Scoring 65-100	94%	92%	94%	#	#	#
Percentage of Tested Scoring 85-100	46%	45%	45%	#	#	#
<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)

## Elementary-Level Social Studies

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>Nov 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%

## Middle-Level Social Studies

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>June 2005</b>	General-Education Students	305	0%	26%	48%	26%
	Students with Disabilities	38	8%	58%	34%	0%
	All Students	343	1%	30%	46%	23%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

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

### 2001 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	288	288	288	15	15	15	303	303	303
Number Scoring 55–64	9	6	3	1	0	4	10	6	7
Number Scoring 65–84	193	121	190	13	14	9	206	135	199
Number Scoring 85–100	76	153	93	0	0	0	76	153	93
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		5	5		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		1	1		0	0
Proficient		4	4		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		5	5		0	0
Beginning		0	0		0	0
Intermediate		0	1		0	0
Advanced		4	3		0	0
Proficient		1	1		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		6	7		0	0
Beginning		0	0		0	0
Intermediate		0	1		0	0
Advanced		1	2		0	0
Proficient		5	4		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		6	7		0	0
Beginning		0	0		0	0
Intermediate		1	2		0	0
Advanced		3	2		0	0
Proficient		2	3		0	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)