



# The New York State Report Card 2011–12

School **MINEOLA HIGH SCHOOL**  
School ID **28-04-10-03-0006**  
District **MINEOLA UNION FREE SCHOOL  
DISTRICT**  
Principal **EDWARD ESCOBAR**  
Telephone **(516) 237-2600**  
Grades **8-12, US**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

## This report includes:

### 1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

### 2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

### 3 Student Outcomes

This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

#### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

# 1 Profile

School **MINEOLA HIGH SCHOOL**  
School ID **28-04-10-03-0006**

District **MINEOLA UNION FREE SCHOOL DISTRICT**

## Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	193
Grade 9	195	203	203
Grade 10	209	214	194
Grade 11	188	189	171
Grade 12	174	221	203
Ungraded Secondary	10	8	7
<b>Total K-12</b>	<b>776</b>	<b>835</b>	<b>971</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>			
<b>Grade 8</b>			
English			23
Mathematics			23
Science			24
Social Studies			24
<b>Grade 10</b>			
English	25	19	27
Mathematics	21	22	24
Science	22	18	21
Social Studies	21	21	23

## Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

## Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

# 1 Profile

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## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	77	10%	74	9%	95	10%
Reduced Price Lunch	40	5%	39	5%	53	5%
Limited English Proficient	18	2%	28	3%	39	4%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	22	3%	21	3%	21	2%
Hispanic or Latino	141	18%	150	18%	195	20%
Asian or Native Hawaiian/Other Pacific Islander	65	8%	84	10%	102	11%
White	548	71%	580	69%	651	67%
Multiracial	0	0%	0	0%	2	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		97%
Student Suspensions	24	3%	18	2%	25	3%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

*Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

# 1 Profile

School **MINEOLA HIGH SCHOOL**  
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District **MINEOLA UNION FREE SCHOOL DISTRICT**

## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	72	72	85
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer than Three Years of Experience	6%	1%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	67%	64%	71%
<b>Total Number of Core Classes</b>	242	237	295
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	1%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
<b>Total Number of Classes</b>	321	318	386
Percent Taught by Teachers Without Appropriate Certification	1%	0%	1%

\*Not available at the district or statewide level.

\*\*Not available for charter schools or at the statewide level.

## Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	50%	75%
Turnover Rate of All Teachers	4%	7%	15%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	11	11	17
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	2	2	2
Principals	1	1	1

\*Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

*High-poverty* and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

# 2 Student Performance

School **MINEOLA HIGH SCHOOL**  
School ID **28-04-10-03-0006**

District **MINEOLA UNION FREE SCHOOL DISTRICT**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

## **New York State Testing Program (NYSTP) Assessments**

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

### **English Language Arts**

#### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

#### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

#### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

#### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

### **Mathematics**

#### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

#### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

#### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

#### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

## **New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

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

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

## **Secondary-Level Cohorts**

A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

# 2 Student Performance

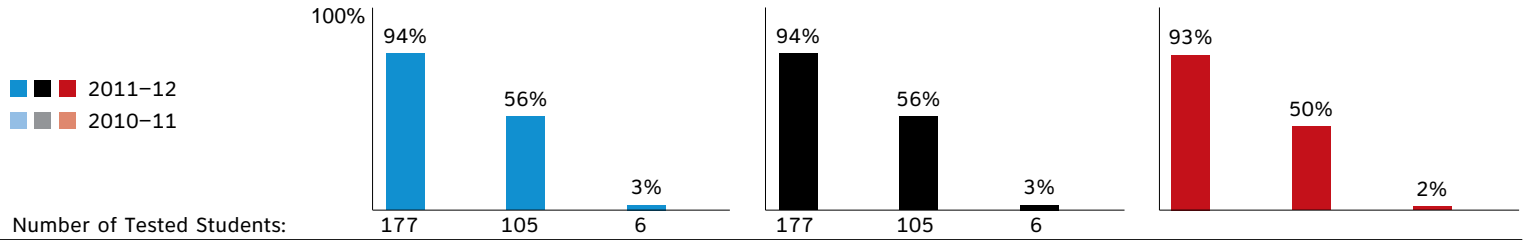
School **MINEOLA HIGH SCHOOL**  
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## Results in Grade 8 English Language Arts

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2012 Mean Score: 662 \*Range: 628-790 658-790 699-790



### Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	189	94%	56%	3%				
Female	93	97%	63%	4%				
Male	96	91%	48%	2%				
American Indian or Alaska Native								
Black or African American	5	-	-	-				
Hispanic or Latino	52	88%	40%	0%				
Asian or Native Hawaiian/Other Pacific Islander	19	100%	84%	11%				
White	112	95%	59%	4%				
Multiracial	1	-	-	-				
Small Group Totals	6	100%	33%	0%				
General-Education Students	156	97%	66%	4%				
Students with Disabilities	33	76%	6%	0%				
English Proficient	180	95%	58%	3%				
Limited English Proficient	9	67%	11%	0%				
Economically Disadvantaged	57	89%	42%	0%				
Not Disadvantaged	132	95%	61%	5%				
Migrant								
Not Migrant	189	94%	56%	3%				

### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other Assessments	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	3	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	3	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

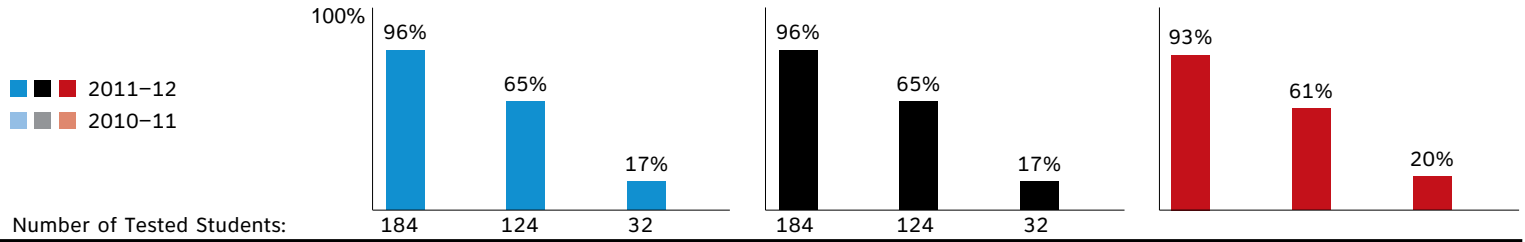
School **MINEOLA HIGH SCHOOL**  
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District **MINEOLA UNION FREE SCHOOL DISTRICT**

## Results in Grade 8 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2012 Mean Score: 682 \*Range: 639–775 674–775 704–775



### Results by Student Group

	2011–12 School Year			2010–11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	192	96%	65%	17%				
Female	94	98%	71%	20%				
Male	98	94%	58%	13%				
American Indian or Alaska Native								
Black or African American	5	–	–	–				
Hispanic or Latino	55	96%	55%	7%				
Asian or Native Hawaiian/Other Pacific Islander	19	100%	95%	47%				
White	112	96%	66%	17%				
Multiracial	1	–	–	–				
Small Group Totals	6	83%	33%	0%				
General-Education Students	159	96%	72%	20%				
Students with Disabilities	33	94%	27%	0%				
English Proficient	180	97%	67%	18%				
Limited English Proficient	12	83%	25%	0%				
Economically Disadvantaged	58	95%	57%	7%				
Not Disadvantaged	134	96%	68%	21%				
Migrant								
Not Migrant	192	96%	65%	17%				

#### NOTES

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\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

### Other Assessments

	2011–12 School Year			2010–11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	0			

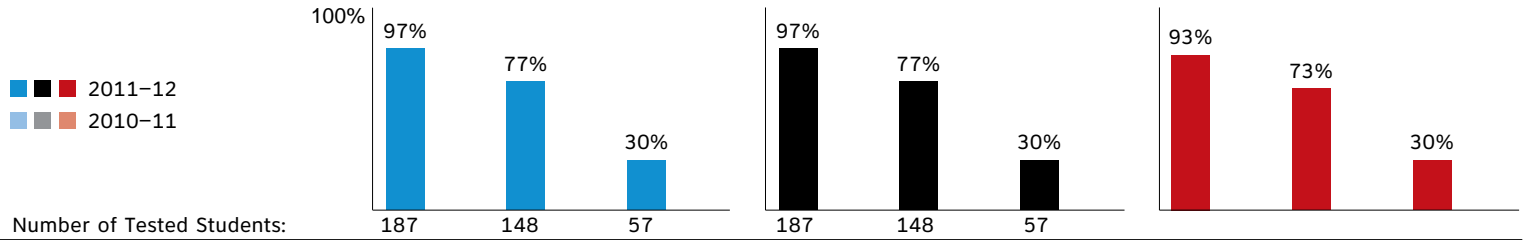
# 2 Student Performance

School **MINEOLA HIGH SCHOOL**  
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District **MINEOLA UNION FREE SCHOOL DISTRICT**

## Results in Grade 8 Science

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4



### Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	137	96%	68%	7%				
Female	62	98%	58%	8%				
Male	75	95%	76%	7%				
American Indian or Alaska Native								
Black or African American	5	-	-	-				
Hispanic or Latino	52	94%	60%	4%				
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	14%				
White	72	99%	72%	8%				
Multiracial	1	-	-	-				
Small Group Totals	6	83%	50%	17%				
General-Education Students	104	96%	72%	10%				
Students with Disabilities	33	97%	55%	0%				
English Proficient	125	98%	72%	8%				
Limited English Proficient	12	75%	25%	0%				
Economically Disadvantaged	54	96%	59%	6%				
Not Disadvantaged	83	96%	73%	8%				
Migrant								
Not Migrant	137	96%	68%	7%				

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### Other Assessments

	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	0			
Regents Science	55	55	55	47	0			

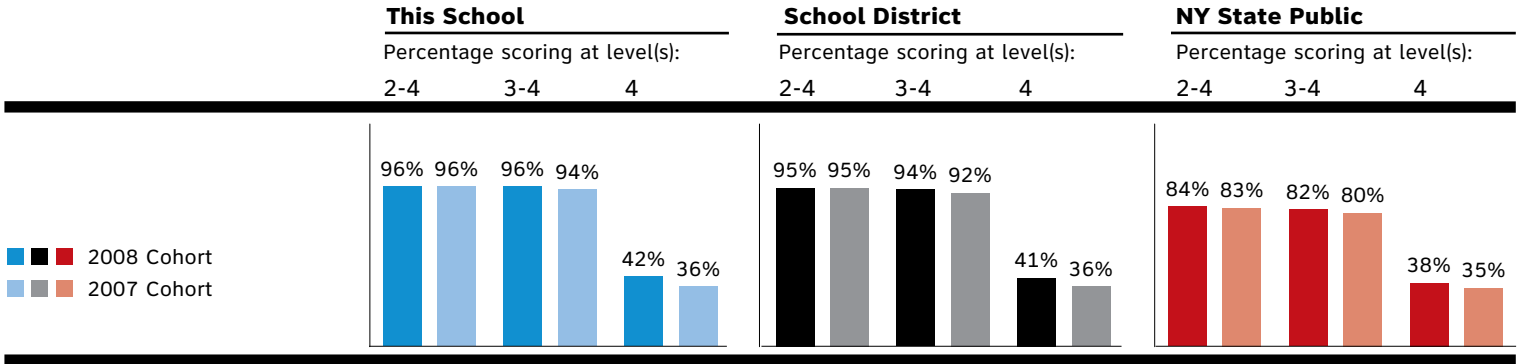


# 2 Student Performance

School **MINEOLA HIGH SCHOOL**  
School ID **28-04-10-03-0006**

District **MINEOLA UNION FREE SCHOOL DISTRICT**

## Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



Results by Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>207</b>	<b>96%</b>	<b>96%</b>	<b>42%</b>	<b>195</b>	<b>96%</b>	<b>94%</b>	<b>36%</b>
Female	100	97%	96%	48%	89	99%	96%	44%
Male	107	95%	95%	36%	106	94%	92%	30%
American Indian or Alaska Native								
Black or African American	5	100%	100%	20%	7	100%	100%	14%
Hispanic or Latino	43	93%	93%	23%	31	90%	84%	32%
Asian or Native Hawaiian/Other Pacific Islander	22	95%	95%	64%	15	100%	100%	60%
White	137	97%	96%	45%	142	97%	95%	36%
Multiracial								
Small Group Totals								
General-Education Students	185	98%	98%	46%	158	98%	97%	44%
Students with Disabilities	22	82%	77%	9%	37	89%	78%	3%
English Proficient	202	98%	97%	43%	192	-	-	-
Limited English Proficient	5	40%	40%	0%	3	-	-	-
Economically Disadvantaged	47	94%	94%	30%	19	95%	89%	21%
Not Disadvantaged	160	97%	96%	46%	176	97%	94%	38%
Migrant								
Not Migrant	207	96%	96%	42%	195	96%	94%	36%

### NOTES

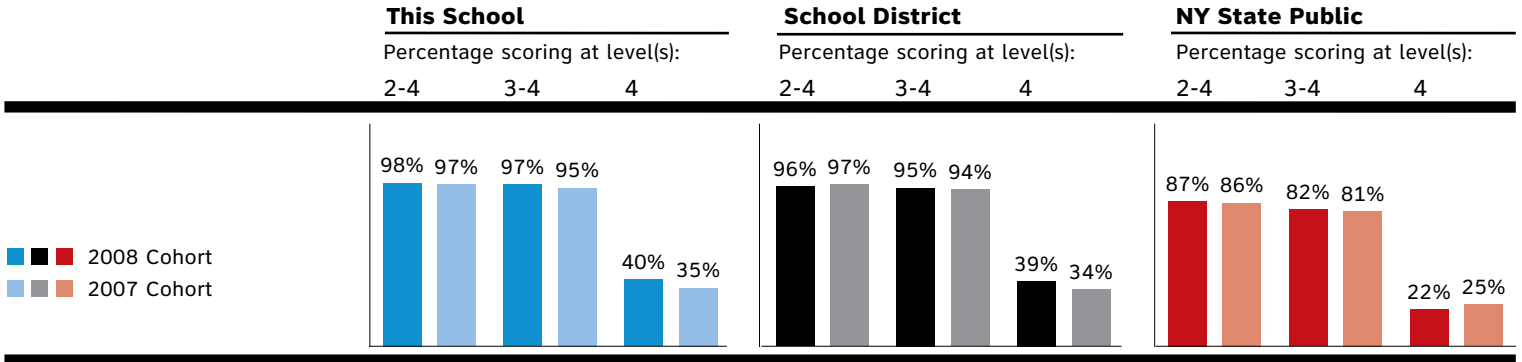
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# 2 Student Performance

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## Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



### Results by Student Group

	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>207</b>	<b>98%</b>	<b>97%</b>	<b>40%</b>	<b>195</b>	<b>97%</b>	<b>95%</b>	<b>35%</b>
Female	100	98%	97%	42%	89	99%	98%	42%
Male	107	97%	96%	37%	106	96%	93%	30%
American Indian or Alaska Native								
Black or African American	5	100%	100%	20%	7	100%	100%	0%
Hispanic or Latino	43	95%	95%	26%	31	87%	84%	19%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	100%	64%	15	100%	100%	87%
White	137	98%	96%	41%	142	99%	97%	35%
Multiracial								
Small Group Totals								
General-Education Students	185	99%	99%	44%	158	99%	99%	43%
Students with Disabilities	22	82%	73%	0%	37	89%	78%	3%
English Proficient	202	98%	97%	41%	192	-	-	-
Limited English Proficient	5	100%	100%	0%	3	-	-	-
Economically Disadvantaged	47	98%	96%	38%	19	95%	95%	26%
Not Disadvantaged	160	98%	97%	40%	176	98%	95%	36%
Migrant								
Not Migrant	207	98%	97%	40%	195	97%	95%	35%

### NOTES

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# 2 Student Performance

School **MINEOLA HIGH SCHOOL**  
 School ID **28-04-10-03-0006**

District **MINEOLA UNION FREE SCHOOL DISTRICT**

## 2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
<b>Global History and Geography</b>	207	1%	41%	53%	185	1%	39%	59%	22	9%	55%	5%
<b>U.S. History and Government</b>	207	0%	34%	60%	185	0%	34%	64%	22	0%	41%	27%
<b>Science</b>	207	1%	46%	50%	185	1%	44%	54%	22	9%	64%	14%

## New York State Alternate Assessments (NYSAA) 2011-12

Secondary Level	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
English Language Arts	2	—	—	—	—
Mathematics	2	—	—	—	—
Social Studies	2	—	—	—	—
Science	2	—	—	—	—

**NOTES**

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# 2 Student Performance

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## Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	197	97%	96%	57%	173	98%	98%	64%	24	88%	83%	8%
	2010-11	205	97%	95%	41%	181	99%	98%	46%	24	83%	71%	4%
	2009-10	197	97%	93%	36%	153	98%	97%	46%	44	93%	80%	2%
Integrated Algebra	2011-12	358	94%	88%	21%	298	97%	93%	25%	60	78%	60%	2%
	2010-11	180	93%	86%	13%	139	98%	93%	15%	41	78%	61%	5%
	2009-10	168	94%	87%	12%	138	96%	95%	14%	30	83%	50%	0%
Geometry	2011-12	176	98%	98%	36%	163	99%	99%	38%	13	77%	77%	8%
	2010-11	156	99%	95%	33%	150	99%	95%	34%	6	100%	83%	0%
	2009-10	173	97%	90%	36%	161	97%	91%	39%	12	100%	83%	0%
Algebra 2/Trigonometry	2011-12	129	95%	92%	52%	128	—	—	—	1	—	—	—
	2010-11	155	92%	86%	45%	150	91%	87%	47%	5	100%	40%	0%
	2009-10	147	86%	82%	34%	135	88%	84%	36%	12	67%	58%	17%
Global History and Geography	2011-12	206	97%	94%	48%	171	99%	97%	55%	35	89%	77%	11%
	2010-11	201	94%	86%	46%	174	99%	94%	53%	27	63%	37%	4%
	2009-10	214	92%	85%	53%	182	97%	92%	60%	32	66%	44%	9%
U.S. History and Government	2011-12	194	98%	97%	69%	170	99%	99%	76%	24	92%	83%	17%
	2010-11	205	97%	96%	57%	179	100%	99%	63%	26	73%	69%	15%
	2009-10	201	98%	97%	65%	160	99%	98%	72%	41	93%	90%	37%
Living Environment	2011-12	55	98%	96%	85%	52	—	—	—	3	—	—	—
	2010-11	212	96%	90%	46%	169	99%	96%	56%	43	86%	63%	7%
	2009-10	207	94%	88%	41%	177	98%	97%	47%	30	67%	33%	3%
Physical Setting/Earth Science	2011-12	324	92%	82%	39%	274	93%	85%	43%	50	82%	62%	16%
	2010-11	121	97%	91%	25%	106	97%	91%	27%	15	93%	93%	7%
	2009-10	146	94%	84%	17%	113	96%	90%	20%	33	85%	64%	6%
Physical Setting/Chemistry	2011-12	144	100%	98%	24%	141	—	—	—	3	—	—	—
	2010-11	130	100%	96%	42%	127	—	—	—	3	—	—	—
	2009-10	135	99%	91%	28%	125	99%	94%	30%	10	100%	60%	0%
Physical Setting/Physics	2011-12	69	70%	49%	20%	69	70%	49%	20%	0	—	—	—
	2010-11	51	98%	84%	29%	49	—	—	—	2	—	—	—
	2009-10	46	83%	59%	9%	45	—	—	—	1	—	—	—

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# 2 Student Performance

School **MINEOLA HIGH SCHOOL**  
 School ID **28-04-10-03-0006**

District **MINEOLA UNION FREE SCHOOL DISTRICT**

## Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	1	—	0	—	1	—
	2010-11	3	—	0	—	3	—
	2009-10	4	—	0	—	4	—
Science	2011-12	3	—	0	—	3	—
	2010-11	0	—	0	—	0	—
	2009-10	6	33%	0	—	6	33%
Reading	2011-12	2	—	0	—	2	—
	2010-11	0	—	0	—	0	—
	2009-10	1	—	0	—	1	—
Writing	2011-12	2	—	0	—	2	—
	2010-11	0	—	0	—	0	—
	2009-10	1	—	0	—	1	—
Global Studies	2011-12	7	29%	0	—	7	29%
	2010-11	3	—	0	—	3	—
	2009-10	4	—	0	—	4	—
U.S. History and Government	2011-12	2	—	0	—	2	—
	2010-11	6	50%	0	—	6	50%
	2009-10	3	—	0	—	3	—

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# 2 Student Performance

School **MINEOLA HIGH SCHOOL**  
School ID **28-04-10-03-0006**

District **MINEOLA UNION FREE SCHOOL DISTRICT**

## New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students				General-Education Students				Students with Disabilities							
		Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:						
			Begin.	Interm.	Adv.		Prof.	Begin.	Interm.		Adv.	Prof.	Begin.	Interm.	Adv.	Prof.	
Listening and Speaking (Grades K-1)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Reading and Writing (Grades K-1)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Listening and Speaking (Grades 2-4)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Reading and Writing (Grades 2-4)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Listening and Speaking (Grades 5-6)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Reading and Writing (Grades 5-6)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Listening and Speaking (Grades 7-8)	2011-12	12	8%	17%	8%	67%	8	—	—	—	—	4	—	—	—	—	—
	2010-11	0					0					0					
	2009-10	0					0					0					
Reading and Writing (Grades 7-8)	2011-12	12	25%	17%	8%	50%	8	—	—	—	—	4	—	—	—	—	—
	2010-11	0					0					0					
	2009-10	0					0					0					
Listening and Speaking (Grades 9-12)	2011-12	33	0%	18%	15%	67%	23	0%	26%	17%	57%	10	0%	0%	10%	90%	
	2010-11	31	0%	13%	19%	68%	20	0%	20%	15%	65%	11	0%	0%	27%	73%	
	2009-10	21	0%	19%	14%	67%	14	0%	29%	7%	64%	7	0%	0%	29%	71%	
Reading and Writing (Grades 9-12)	2011-12	33	0%	33%	33%	33%	23	0%	43%	26%	30%	10	0%	10%	50%	40%	
	2010-11	31	10%	35%	32%	23%	20	15%	30%	25%	30%	11	0%	45%	45%	9%	
	2009-10	21	5%	43%	38%	14%	14	7%	43%	29%	21%	7	0%	43%	57%	0%	

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# 3 Student Outcomes

School **MINEOLA HIGH SCHOOL**  
School ID **28-04-10-03-0006**

District **MINEOLA UNION FREE SCHOOL DISTRICT**

## High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
<b>Total Graduates</b>	2011-12	200		179		21	
	2010-11	195		158		37	
	2009-10	170		151		19	
<b>Receiving a Regents Diploma</b>	2011-12	192	96%	178	99%	14	67%
	2010-11	179	92%	153	97%	26	70%
	2009-10	167	98%	151	100%	16	84%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011-12	131	66%	130	73%	1	5%
	2010-11	108	55%	103	65%	5	14%
	2009-10	117	69%	113	75%	4	21%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011-12	3	N/A	0		3	N/A
	2010-11	1	N/A	0		1	N/A
	2009-10	4	N/A	0		4	N/A

### NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

## High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>Dropped Out</b>	2011-12	3	0%	2	0%	1	1%
	2010-11	5	1%	5	1%	0	0%
	2009-10	7	1%	5	1%	2	2%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011-12	0	0%	0	0%	0	0%
	2010-11	1	0%	1	0%	0	0%
	2009-10	0	0%	0	0%	0	0%
<b>Total Non-completers</b>	2011-12	3	0%	2	0%	1	1%
	2010-11	6	1%	6	1%	0	0%
	2009-10	7	1%	5	1%	2	2%

## Post-secondary Plans of 2011-12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>To 4-year College</b>	120	59%	118	66%	2	8%
<b>To 2-year College</b>	63	31%	49	27%	14	58%
<b>To Other Post-secondary</b>	4	2%	2	1%	2	8%
<b>To the Military</b>	1	0%	1	1%	0	0%
<b>To Employment</b>	5	2%	3	2%	2	8%
<b>To Adult Services</b>	3	1%	0	0%	3	13%
<b>To Other Known Plans</b>	4	2%	4	2%	0	0%
<b>Plan Unknown</b>	3	1%	2	1%	1	4%