

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-01-03-0007

Grade Range : 9-12

Name: Hempstead High School

Principal: Reginald Stroughn

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	456	547	493
Tenth	496	500	465
Eleventh	394	387	381
Twelfth	159	221	311
Ungraded Secondary	125	122	112
Total K-12 Enrollment	1630	1777	1762

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	6	0.4%	6	0.3%	4	0.2%
Black (Not Hispanic)	1082	66.4%	1170	65.8%	1152	65.4%
Hispanic	527	32.3%	589	33.1%	593	33.7%
White (Not Hispanic)	15	0.9%	12	0.7%	13	0.7%

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	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	24	27	29
Mathematics Grade 10	27	24	28
Science Grade 10	23	24	26
Social Studies Grade 10	23	29	27

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
45	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the higher 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	258	15.8%	294	16.5%	272	15.4%
Eligible for Free Lunch	59	3.6%	198	11.1%	783	44.4%

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		87.0%		87.0%		94.0%
Student Suspensions	330	22.6%	394	24.2%	389	21.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.2%	0.6%	36.5%
Public Assistance	81-90%	71-80%	81-90%
Student Stability	94%	98%	95%

Staff Counts

Staff	2002–2003
Total Teachers	118
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	7
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	204	25	12%	150	35	23%	216	31	14%
Students with Disabilities	3	0	0%	2	0	0%	11	0	0%
All Students	207	25	12%	152	35	23%	227	31	14%

*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	73	35	1	2	7	109
Percent	32%	15%	0%	1%	3%	48%

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)
11	0	13	24

*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			154		174	
	Entered GED Program*			19		21	
	Total Noncompleters			173		195	
Students with Disabilities	Dropped Out			1		24	
	Entered GED Program*			1		3	
	Total Noncompleters			2		27	
All Students	Dropped Out	164	10.1%	155	8.7%	198	11.2%
	Entered GED Program*	14	0.9%	20	1.1%	24	1.4%
	Total Noncompleters	178	10.9%	175	9.8%	222	12.6%

*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%	1	#	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%	22	95%	1	#

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	19	68%	14	50%	0	0%
Science	41	39%	126	13%	10	90%
Reading	10	40%	2	#	0	0%
Writing	7	29%	3	#	0	0%
Global Studies	15	33%	37	19%	0	0%
U.S. Hist & Gov't	118	37%	23	48%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	67%	5	80%	2	#
Science	19	21%	12	25%	64	11%
Reading	3	#	5	40%	1	#
Writing	3	#	4	#	2	#
Global Studies	28	29%	3	#	0	0%
U.S. Hist & Gov't	12	17%	5	20%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	304	303	297	17	5	20
Number Scoring 55–100	215	202	211	8	2	7
Number Scoring 65–100	132	132	147	4	0	1
Number Scoring 85–100	17	30	24	0	0	1
Percentage of Tested Scoring 55–100	71%	67%	71%	47%	40%	35%
Percentage of Tested Scoring 65–100	43%	44%	49%	24%	0%	5%
Percentage of Tested Scoring 85–100	6%	10%	8%	0%	0%	5%
Mathematics A						
Number Tested	20	128	352	0	0	21
Number Scoring 55–100	9	52	168	0	0	11
Number Scoring 65–100	5	27	100	0	0	8
Number Scoring 85–100	0	0	16	0	0	5
Percentage of Tested Scoring 55–100	45%	41%	48%	0%	0%	52%
Percentage of Tested Scoring 65–100	25%	21%	28%	0%	0%	38%
Percentage of Tested Scoring 85–100	0%	0%	5%	0%	0%	24%
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	358	425	400	18	1	20
Number Scoring 55–100	256	255	251	2	#	3
Number Scoring 65–100	173	158	178	2	#	3
Number Scoring 85–100	22	9	15	0	#	0
Percentage of Tested Scoring 55–100	72%	60%	63%	11%	#	15%
Percentage of Tested Scoring 65–100	48%	37%	45%	11%	#	15%
Percentage of Tested Scoring 85–100	6%	2%	4%	0%	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	318	342	312	10	4	22
Number Scoring 55–100	215	227	263	5	#	10
Number Scoring 65–100	168	159	204	3	#	5
Number Scoring 85–100	48	25	52	0	#	1
Percentage of Tested Scoring 55–100	68%	66%	84%	50%	#	45%
Percentage of Tested Scoring 65–100	53%	46%	65%	30%	#	23%
Percentage of Tested Scoring 85–100	15%	7%	17%	0%	#	5%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	141	456	285	0	0	13
Number Scoring 55–100	117	307	230	0	0	6
Number Scoring 65–100	94	264	156	0	0	4
Number Scoring 85–100	5	17	9	0	0	0
Percentage of Tested Scoring 55–100	83%	67%	81%	0%	0%	46%
Percentage of Tested Scoring 65–100	67%	58%	55%	0%	0%	31%
Percentage of Tested Scoring 85–100	4%	4%	3%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	0	76	114	0	0	6
Number Scoring 55–100	0	38	65	0	0	3
Number Scoring 65–100	0	29	35	0	0	2
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	0%	50%	57%	0%	0%	50%
Percentage of Tested Scoring 65–100	0%	38%	31%	0%	0%	33%
Percentage of Tested Scoring 85–100	0%	0%	1%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		80	103		0	2
Number Scoring 55–100		40	54		0	#
Number Scoring 65–100		22	27		0	#
Number Scoring 85–100		3	0		0	#
Percentage of Tested Scoring 55–100		50%	52%		0%	#
Percentage of Tested Scoring 65–100		28%	26%		0%	#
Percentage of Tested Scoring 85–100		4%	0%		0%	#
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	47	24	21	10	0	0
Number Scoring 55–100	37	17	19	10	0	0
Number Scoring 65–100	29	12	15	10	0	0
Number Scoring 85–100	5	4	2	0	0	0
Percentage of Tested Scoring 55–100	79%	71%	90%	100%	0%	0%
Percentage of Tested Scoring 65–100	62%	50%	71%	100%	0%	0%
Percentage of Tested Scoring 85–100	11%	17%	10%	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	105	185	141	0	0	0
Number Scoring 55–100	101	136	139	0	0	0
Number Scoring 65–100	92	134	136	0	0	0
Number Scoring 85–100	52	98	90	0	0	0
Percentage of Tested Scoring 55–100	96%	74%	99%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	72%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	53%	64%	0%	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	299	171	110	0	0	1
Number Scoring 55–100	101	66	41	0	0	#
Number Scoring 65–100	50	32	21	0	0	#
Number Scoring 85–100	9	5	1	0	0	#
Percentage of Tested Scoring 55–100	34%	39%	37%	0%	0%	#
Percentage of Tested Scoring 65–100	17%	19%	19%	0%	0%	#
Percentage of Tested Scoring 85–100	3%	3%	1%	0%	0%	#
Sequential Mathematics, Course III						
Number Tested	169	99	129	0	0	4
Number Scoring 55–100	80	34	53	0	0	#
Number Scoring 65–100	44	21	43	0	0	#
Number Scoring 85–100	5	9	5	0	0	#
Percentage of Tested Scoring 55–100	47%	34%	41%	0%	0%	#
Percentage of Tested Scoring 65–100	26%	21%	33%	0%	0%	#
Percentage of Tested Scoring 85–100	3%	9%	4%	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	22	55%	25	44%	10	60%
Students with Disabilities	8	75%	3	#	2	#

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	291	291	291	31	31	31	322	322	322
Number Scoring 55–64	57	46	38	3	5	0	60	51	38
Number Scoring 65–84	132	119	148	3	4	3	135	123	151
Number Scoring 85–100	21	24	12	0	0	1	21	24	13
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)