

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-51-07-0000

Name: Valley Stream Central High School District

Superintendent: Marc F. Bernstein

## 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	699	747	797
Eighth	769	724	750
Ninth	702	766	733
Tenth	672	712	804
Eleventh	663	667	695
Twelfth	602	655	660
Ungraded Secondary	34	42	49
Total K-12 Enrollment	4141	4313	4488

## 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	399	9.6%	486	11.3%	528	11.8%
Black (Not Hispanic)	528	12.8%	603	14.0%	699	15.6%
Hispanic	507	12.2%	601	13.9%	691	15.4%
White (Not Hispanic)	2707	65.4%	2623	60.8%	2570	57.3%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	24	22	21
Mathematics Grade 8	25	26	21
Science Grade 8	26	23	23
Social Studies Grade 8	25	24	24
English Grade 10	24	23	24
Mathematics Grade 10	27	24	21
Science Grade 10	21	24	23
Social Studies Grade 10	24	24	23

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
NA	NA

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	105	2.5%	134	3.1%	118	2.6%
Eligible for Free Lunch	65	1.6%	68	1.6%	75	1.7%

### 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		94.2%		95.2%		95.5%
Student Suspensions	270	6.7%	201	4.9%	216	5.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.8%	0.9%	1.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	349
Total Other Professional Staff	36
Total Paraprofessionals	55
Teaching Out of Certification*	22
Teachers with Temporary Licenses	2

\*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	491	344	70%	581	452	78%	598	488	82%
Students with Disabilities	55	6	11%	48	18	38%	52	18	35%
All Students	546	350	64%	629	470	75%	650	506	78%

\*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	417	205	2	8	18	0
Percent	64%	32%	0%	1%	3%	0%

## 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)
52	18	6	58

\*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			27		9	
	Entered GED Program*			23		24	
	Total Noncompleters			50		33	
Students with Disabilities	Dropped Out			7		6	
	Entered GED Program*			2		1	
	Total Noncompleters			9		7	
All Students	Dropped Out	50	1.9%	34	1.2%	15	0.5%
	Entered GED Program*	4	0.2%	25	0.9%	25	0.9%
	Total Noncompleters	54	2.0%	59	2.1%	40	1.4%

\*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	36	97%	27	96%	38	100%
German	0	0%	0	0%	0	0%
Italian	97	84%	118	93%	73	97%
Latin	0	0%	0	0%	0	0%
Spanish	524	95%	546	92%	453	96%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	3	#	4	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	13	77%	14	71%	17	94%

(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	3	#	15	20%	8	88%
Science	48	50%	7	100%	2	#
Reading	0	0%	3	#	3	#
Writing	0	0%	3	#	0	0%
Global Studies	3	#	1	#	3	#
U.S. Hist & Gov't	4	#	1	#	3	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	51	71%	30	87%	74	91%
Science	35	51%	11	73%	21	67%
Reading	2	#	1	#	19	84%
Writing	2	#	1	#	9	78%
Global Studies	9	56%	6	67%	28	82%
U.S. Hist & Gov't	9	67%	3	#	17	94%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	658	617	750	56	57	91
Number Scoring 55–100	631	578	697	50	49	77
Number Scoring 65–100	584	542	640	39	33	57
Number Scoring 85–100	238	238	298	4	2	10
Percentage of Tested Scoring 55–100	96%	94%	93%	89%	86%	85%
Percentage of Tested Scoring 65–100	89%	88%	85%	70%	58%	63%
Percentage of Tested Scoring 85–100	36%	39%	40%	7%	4%	11%
<b>Mathematics A</b>						
Number Tested	44	905	1110	6	80	115
Number Scoring 55–100	24	689	969	5	39	81
Number Scoring 65–100	22	558	810	5	25	59
Number Scoring 85–100	3	154	195	0	0	5
Percentage of Tested Scoring 55–100	55%	76%	87%	83%	49%	70%
Percentage of Tested Scoring 65–100	50%	62%	73%	83%	31%	51%
Percentage of Tested Scoring 85–100	7%	17%	18%	0%	0%	4%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	205	214	0	5	4
Number Scoring 55–100	0	197	176	0	4	#
Number Scoring 65–100	0	177	144	0	4	#
Number Scoring 85–100	0	44	23	0	1	#
Percentage of Tested Scoring 55–100	0%	96%	82%	0%	80%	#
Percentage of Tested Scoring 65–100	0%	86%	67%	0%	80%	#
Percentage of Tested Scoring 85–100	0%	21%	11%	0%	20%	#
<b>Global History and Geography</b>						
Number Tested	687	660	779	67	74	75
Number Scoring 55–100	662	637	725	62	68	66
Number Scoring 65–100	624	610	676	55	57	55
Number Scoring 85–100	250	216	286	5	6	8
Percentage of Tested Scoring 55–100	96%	97%	93%	93%	92%	88%
Percentage of Tested Scoring 65–100	91%	92%	87%	82%	77%	73%
Percentage of Tested Scoring 85–100	36%	33%	37%	7%	8%	11%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	630	633	702	43	57	69
Number Scoring 55–100	585	609	685	38	53	62
Number Scoring 65–100	528	567	645	27	40	59
Number Scoring 85–100	284	232	334	4	3	22
Percentage of Tested Scoring 55–100	93%	96%	98%	88%	93%	90%
Percentage of Tested Scoring 65–100	84%	90%	92%	63%	70%	86%
Percentage of Tested Scoring 85–100	45%	37%	48%	9%	5%	32%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	668	741	709	48	77	52
Number Scoring 55–100	653	733	675	44	75	44
Number Scoring 65–100	611	697	601	32	64	30
Number Scoring 85–100	79	157	120	0	6	1
Percentage of Tested Scoring 55–100	98%	99%	95%	92%	97%	85%
Percentage of Tested Scoring 65–100	91%	94%	85%	67%	83%	58%
Percentage of Tested Scoring 85–100	12%	21%	17%	0%	8%	2%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	586	641	632	30	39	52
Number Scoring 55–100	550	609	584	25	32	42
Number Scoring 65–100	497	555	525	17	25	33
Number Scoring 85–100	230	239	231	1	4	6
Percentage of Tested Scoring 55–100	94%	95%	92%	83%	82%	81%
Percentage of Tested Scoring 65–100	85%	87%	83%	57%	64%	63%
Percentage of Tested Scoring 85–100	39%	37%	37%	3%	10%	12%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		443	543		17	19
Number Scoring 55–100		418	489		15	13
Number Scoring 65–100		320	361		10	10
Number Scoring 85–100		37	74		0	0
Percentage of Tested Scoring 55–100		94%	90%		88%	68%
Percentage of Tested Scoring 65–100		72%	66%		59%	53%
Percentage of Tested Scoring 85–100		8%	14%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	25	34	37	0	0	0
Number Scoring 55–100	25	33	37	0	0	0
Number Scoring 65–100	25	33	37	0	0	0
Number Scoring 85–100	16	26	25	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	64%	76%	68%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	83	72	78	0	1	1
Number Scoring 55–100	83	71	78	0	#	#
Number Scoring 65–100	82	71	77	0	#	#
Number Scoring 85–100	53	49	49	0	#	#
Percentage of Tested Scoring 55–100	100%	99%	100%	0%	#	#
Percentage of Tested Scoring 65–100	99%	99%	99%	0%	#	#
Percentage of Tested Scoring 85–100	64%	68%	63%	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	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	335	371	394	1	5	8
Number Scoring 55–100	335	367	394	#	5	8
Number Scoring 65–100	334	364	392	#	5	8
Number Scoring 85–100	236	258	300	#	1	5
Percentage of Tested Scoring 55–100	100%	99%	100%	#	100%	100%
Percentage of Tested Scoring 65–100	100%	98%	99%	#	100%	100%
Percentage of Tested Scoring 85–100	70%	70%	76%	#	20%	62%
<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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	630	520	71	25	32	3
Number Scoring 55–100	512	441	34	18	22	#
Number Scoring 65–100	435	411	26	14	21	#
Number Scoring 85–100	191	148	0	2	5	#
Percentage of Tested Scoring 55–100	81%	85%	48%	72%	69%	#
Percentage of Tested Scoring 65–100	69%	79%	37%	56%	66%	#
Percentage of Tested Scoring 85–100	30%	28%	0%	8%	16%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	265	267	247	8	8	9
Number Scoring 55–100	219	213	182	3	3	4
Number Scoring 65–100	210	193	163	3	3	3
Number Scoring 85–100	120	102	87	0	0	1
Percentage of Tested Scoring 55–100	83%	80%	74%	38%	38%	44%
Percentage of Tested Scoring 65–100	79%	72%	66%	38%	38%	33%
Percentage of Tested Scoring 85–100	45%	38%	35%	0%	0%	11%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	91	100%	30	40%	58	90%
Students with Disabilities	21	100%	39	46%	19	100%

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
<b>Nov 2002</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 2003</b>	General-Education Students	664	1%	27%	58%	14%
	Students with Disabilities	68	6%	60%	34%	0%
	All Students	732	1%	30%	56%	13%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	2	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

## 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	521	521	521	65	65	65	586	586	586
Number Scoring 55–64	14	26	22	5	11	10	19	37	32
Number Scoring 65–84	274	279	286	45	33	34	319	312	320
Number Scoring 85–100	228	203	209	4	2	4	232	205	213
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)