

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	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	747	797	744
Eighth	724	750	811
Ninth	766	733	767
Tenth	712	804	755
Eleventh	667	695	773
Twelfth	655	660	673
Ungraded Secondary	42	49	43
Total K-12 Enrollment	4313	4488	4566

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	486	11.3%	528	11.8%	549	12.0%
Black (Not Hispanic)	603	14.0%	699	15.6%	742	16.3%
Hispanic	601	13.9%	691	15.4%	743	16.3%
White (Not Hispanic)	2623	60.8%	2570	57.3%	2532	55.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	21	23
Mathematics Grade 8	26	21	23
Science Grade 8	23	23	23
Social Studies Grade 8	24	24	24
English Grade 10	23	24	25
Mathematics Grade 10	24	21	23
Science Grade 10	24	23	25
Social Studies Grade 10	24	23	24

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	134	3.1%	118	2.6%	165	3.6%
Eligible for Free Lunch	68	1.6%	75	1.7%	116	2.5%

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		95.2%		95.5%		95.8%
Student Suspensions	201	4.9%	216	5.0%	286	6.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.9%	1.1%	1.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	366
Total Other Professional Staff	53
Total Paraprofessionals	57
Teaching Out of Certification*	1

*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	581	452	78%	598	488	82%	592	484	82%
Students with Disabilities	48	18	38%	52	18	35%	78	33	42%
All Students	629	470	75%	650	506	78%	670	517	77%

*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	375	257	9	3	25	1
Percent	56%	38%	1%	0%	4%	0%

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)
78	33	15	93

*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	27		9		19	0.7%
	Entered GED Program*	23		24		12	0.5%
	Total Noncompleters	50		33		31	1.2%
Students with Disabilities	Dropped Out	7		6		5	1.3%
	Entered GED Program*	2		1		6	1.6%
	Total Noncompleters	9		7		11	2.9%
All Students	Dropped Out	34	1.2%	15	0.5%	24	0.8%
	Entered GED Program*	25	0.9%	25	0.9%	18	0.6%
	Total Noncompleters	59	2.1%	40	1.4%	42	1.4%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	0	0	1027
	Number of Students with Disabilities	0	0	77
	Number of All Students	0	0	1104
	Percent of Enrollment	0%	0%	70%
9-12	Number of General-Education Students	0	0	982
	Number of Students with Disabilities	0	0	135
	Number of All Students	0	0	1117
	Percent of Enrollment	0%	0%	37%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	292		
Completed and Passed Regents Exams	264	90%	77%
Completed and had Course Average of 75% or More	245	84%	81%
Completed and Attained a HS Diploma or Equivalent	280	96%	96%
Completed and Whose Status is Known	291		
Completed and Were Successfully Placed	287	99%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	3	4%	30%
Underrepresented Gender Members Who Completed	9	13%	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	27	96%	38	100%	88	100%
German	0	0%	0	0%	0	0%
Italian	118	93%	73	97%	165	100%
Latin	0	0%	0	0%	0	0%
Spanish	546	92%	453	96%	637	96%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	4	#	0	0%	6	100%
Latin	0	0%	0	0%	0	0%
Spanish	14	71%	17	94%	26	92%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	20%	8	88%	0	0%
Science	7	100%	2	#	0	0%
Reading	3	#	3	#	0	0%
Writing	3	#	0	0%	0	0%
Global Studies	1	#	3	#	0	0%
U.S. Hist & Gov't	1	#	3	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	30	87%	74	91%	16	56%
Science	11	73%	21	67%	17	59%
Reading	1	#	19	84%	3	#
Writing	1	#	9	78%	3	#
Global Studies	6	67%	28	82%	12	75%
U.S. Hist & Gov't	3	#	17	94%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	617	750	792	57	91	85
Number Scoring 55-100	578	697	769	49	77	76
Number Scoring 65-100	542	640	739	33	57	69
Number Scoring 85-100	238	298	400	2	10	9
Percentage of Tested Scoring 55-100	94%	93%	97%	86%	85%	89%
Percentage of Tested Scoring 65-100	88%	85%	93%	58%	63%	81%
Percentage of Tested Scoring 85-100	39%	40%	51%	4%	11%	11%
Mathematics A						
Number Tested	905	1110	1121	80	115	101
Number Scoring 55-100	689	969	1078	39	81	86
Number Scoring 65-100	558	810	989	25	59	63
Number Scoring 85-100	154	195	289	0	5	6
Percentage of Tested Scoring 55-100	76%	87%	96%	49%	70%	85%
Percentage of Tested Scoring 65-100	62%	73%	88%	31%	51%	62%
Percentage of Tested Scoring 85-100	17%	18%	26%	0%	4%	6%
Mathematics B						
Number Tested	205	214	452	5	4	16
Number Scoring 55-100	197	176	360	4	#	12
Number Scoring 65-100	177	144	299	4	#	10
Number Scoring 85-100	44	23	92	1	#	2
Percentage of Tested Scoring 55-100	96%	82%	80%	80%	#	75%
Percentage of Tested Scoring 65-100	86%	67%	66%	80%	#	62%
Percentage of Tested Scoring 85-100	21%	11%	20%	20%	#	12%
Global History and Geography						
Number Tested	660	779	786	74	75	63
Number Scoring 55-100	637	725	746	68	66	52
Number Scoring 65-100	610	676	703	57	55	41
Number Scoring 85-100	216	286	348	6	8	5
Percentage of Tested Scoring 55-100	97%	93%	95%	92%	88%	83%
Percentage of Tested Scoring 65-100	92%	87%	89%	77%	73%	65%
Percentage of Tested Scoring 85-100	33%	37%	44%	8%	11%	8%
U.S. History and Government						
Number Tested	633	702	745	57	69	75
Number Scoring 55-100	609	685	714	53	62	70
Number Scoring 65-100	567	645	675	40	59	53
Number Scoring 85-100	232	334	401	3	22	16
Percentage of Tested Scoring 55-100	96%	98%	96%	93%	90%	93%
Percentage of Tested Scoring 65-100	90%	92%	91%	70%	86%	71%
Percentage of Tested Scoring 85-100	37%	48%	54%	5%	32%	21%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	741	709	884	77	52	74
Number Scoring 55-100	733	675	854	75	44	68
Number Scoring 65-100	697	601	793	64	30	61
Number Scoring 85-100	157	120	197	6	1	7
Percentage of Tested Scoring 55-100	99%	95%	97%	97%	85%	92%
Percentage of Tested Scoring 65-100	94%	85%	90%	83%	58%	82%
Percentage of Tested Scoring 85-100	21%	17%	22%	8%	2%	9%
Physical Setting/Earth Science						
Number Tested	641	632	717	39	52	64
Number Scoring 55-100	609	584	657	32	42	47
Number Scoring 65-100	555	525	566	25	33	32
Number Scoring 85-100	239	231	188	4	6	2
Percentage of Tested Scoring 55-100	95%	92%	92%	82%	81%	73%
Percentage of Tested Scoring 65-100	87%	83%	79%	64%	63%	50%
Percentage of Tested Scoring 85-100	37%	37%	26%	10%	12%	3%
Physical Setting/Chemistry						
Number Tested	443	543	483	17	19	14
Number Scoring 55-100	418	489	465	15	13	14
Number Scoring 65-100	320	361	404	10	10	13
Number Scoring 85-100	37	74	92	0	0	0
Percentage of Tested Scoring 55-100	94%	90%	96%	88%	68%	100%
Percentage of Tested Scoring 65-100	72%	66%	84%	59%	53%	93%
Percentage of Tested Scoring 85-100	8%	14%	19%	0%	0%	0%
Physical Setting/Physics						
Number Tested			219			14
Number Scoring 55-100			209			13
Number Scoring 65-100			190			9
Number Scoring 85-100			58			0
Percentage of Tested Scoring 55-100			95%			93%
Percentage of Tested Scoring 65-100			87%			64%
Percentage of Tested Scoring 85-100			26%			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
Comprehensive French						
Number Tested	34	37	31	0	0	0
Number Scoring 55-100	33	37	31	0	0	0
Number Scoring 65-100	33	37	31	0	0	0
Number Scoring 85-100	26	25	23	0	0	0
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	76%	68%	74%	0%	0%	0%
Comprehensive Italian						
Number Tested	72	78	63	1	1	3
Number Scoring 55-100	71	78	63	#	#	#
Number Scoring 65-100	71	77	63	#	#	#
Number Scoring 85-100	49	49	55	#	#	#
Percentage of Tested Scoring 55-100	99%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	99%	99%	100%	#	#	#
Percentage of Tested Scoring 85-100	68%	63%	87%	#	#	#
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	1	0	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%
Comprehensive Spanish						
Number Tested	371	394	460	5	8	10
Number Scoring 55-100	367	394	456	5	8	10
Number Scoring 65-100	364	392	453	5	8	10
Number Scoring 85-100	258	300	349	1	5	7
Percentage of Tested Scoring 55-100	99%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65-100	98%	99%	98%	100%	100%	100%
Percentage of Tested Scoring 85-100	70%	76%	76%	20%	62%	70%
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	267	247	22	8	9	2
Number Scoring 55-100	213	182	14	3	4	#
Number Scoring 65-100	193	163	11	3	3	#
Number Scoring 85-100	102	87	1	0	1	#
Percentage of Tested Scoring 55-100	80%	74%	64%	38%	44%	#
Percentage of Tested Scoring 65-100	72%	66%	50%	38%	33%	#
Percentage of Tested Scoring 85-100	38%	35%	5%	0%	11%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	30	40%	58	90%	63	89%
Students with Disabilities	39	46%	19	100%	6	100%

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
Nov 2003	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 2004	General-Education Students	726	1%	26%	57%	16%
	Students with Disabilities	74	5%	55%	39%	0%
	All Students	800	1%	29%	56%	14%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	4	0	#	#	#	#
Secondary Level						
English Language Arts	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	4	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	595	595	595	86	86	86	681	681	681
Number Scoring 55–64	16	18	12	6	4	12	22	22	24
Number Scoring 65–84	336	248	367	54	35	56	390	283	423
Number Scoring 85–100	207	311	209	7	21	7	214	332	216
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
Listening and Speaking (Grade 7-8)						
Number Tested			38			0
Beginning (0-18)			3			0
Intermediate (19-31)			10			0
Advanced (32-36)			21			0
Proficient (37-39)			4			0
Reading and Writing (Grade 7-8)						
Number Tested			38			0
Beginning (0-14)			5			0
Intermediate (15-24)			7			0
Advanced (25-32)			20			0
Proficient (33-35)			6			0
Listening and Speaking (Grade 9-12)						
Number Tested			96			1
Beginning (0-18)			7			#
Intermediate (19-31)			19			#
Advanced (32-36)			43			#
Proficient (37-39)			27			#
Reading and Writing (Grade 9-12)						
Number Tested			96			1
Beginning (0-14)			8			#
Intermediate (15-24)			21			#
Advanced (25-32)			55			#
Proficient (33-35)			12			#

*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)