

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-05-22-03-0000
 Name: Farmingdale Union Free School District
 Superintendent: Roberta A. Gerold

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	503	481	468
First	547	496	485
Second	470	546	488
Third	528	482	555
Fourth	545	526	475
Fifth	522	545	531
Sixth	500	516	534
Ungraded Elementary	67	81	54
Seventh	529	507	516
Eighth	484	531	500
Ninth	417	477	525
Tenth	429	400	477
Eleventh	438	411	398
Twelfth	391	445	409
Ungraded Secondary	73	58	57
Total K-12 Enrollment	6443	6502	6472

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	256	4.0%	245	3.8%	246	3.8%
Black (Not Hispanic)	441	6.8%	408	6.3%	441	6.8%
Hispanic	572	8.9%	594	9.1%	657	10.2%
White (Not Hispanic)	5174	80.3%	5255	80.8%	5128	79.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	21	21
Common Branch	22	23	21
English Grade 8	21	21	20
Mathematics Grade 8	24	22	21
Science Grade 8	22	23	22
Social Studies Grade 8	22	23	21
English Grade 10	20	23	23
Mathematics Grade 10	23	21	23
Science Grade 10	21	22	23
Social Studies Grade 10	17	22	20

(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
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	198	3.1%	179	2.8%	190	2.9%
Eligible for Free Lunch	508	7.9%	485	7.5%	531	8.2%

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		95.4%		95.5%		95.4%
Student Suspensions	166	2.6%	129	2.0%	142	2.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.5%	4.2%	3.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	554
Total Other Professional Staff	87
Total Paraprofessionals	172
Teaching Out of Certification*	8

*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	328	256	78%	371	303	82%	356	278	78%
Students with Disabilities	39	10	26%	34	7	21%	52	16	31%
All Students	367	266	72%	405	310	77%	408	294	72%

*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	240	125	5	7	23	8
Percent	59%	31%	1%	2%	6%	2%

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)
52	16	7	59

*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	1		1		7	0.4%
	Entered GED Program*	4		3		13	0.8%
	Total Noncompleters	5		4		20	1.2%
Students with Disabilities	Dropped Out	0		0		4	1.5%
	Entered GED Program*	0		1		2	0.7%
	Total Noncompleters	0		1		6	2.2%
All Students	Dropped Out	1	0.1%	1	0.1%	11	0.6%
	Entered GED Program*	4	0.2%	4	0.2%	15	0.8%
	Total Noncompleters	5	0.3%	5	0.3%	26	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	2001-02	2002-03	2003-04
K-1	10%	0%	0%
2-3	7%	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	971	906	890
	Number of Students with Disabilities	146	132	126
	Number of All Students	1117	1038	1016
	Percent of Enrollment	72%	65%	64%
9-12	Number of General-Education Students	1675	0	450
	Number of Students with Disabilities	47	0	0
	Number of All Students	1722	0	450
	Percent of Enrollment	100%	0%	24%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	171		
Completed and Passed Regents Exams	171	100%	77%
Completed and had Course Average of 75% or More	166	97%	81%
Completed and Attained a HS Diploma or Equivalent	171	100%	96%
Completed and Whose Status is Known	163		
Completed and Were Successfully Placed	163	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	156	27%	30%
Underrepresented Gender Members Who Completed			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	0	0%	0	0%	27	63%
German	0	0%	0	0%	51	80%
Italian	0	0%	0	0%	77	96%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	3	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	2	#	2	#
Science	3	#	2	#	1	#
Reading	3	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	4	#	2	#	2	#
U.S. Hist & Gov't	2	#	1	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	44	55%	10	70%	40	73%
Science	43	44%	16	50%	33	61%
Reading	5	80%	1	#	6	17%
Writing	7	86%	1	#	5	100%
Global Studies	29	41%	7	43%	24	21%
U.S. Hist & Gov't	6	67%	3	#	11	82%

(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	435	401	394	38	42	37
Number Scoring 55-100	429	393	377	33	35	27
Number Scoring 65-100	412	389	349	27	33	15
Number Scoring 85-100	251	250	235	1	8	4
Percentage of Tested Scoring 55-100	99%	98%	96%	87%	83%	73%
Percentage of Tested Scoring 65-100	95%	97%	89%	71%	79%	41%
Percentage of Tested Scoring 85-100	58%	62%	60%	3%	19%	11%
Mathematics A						
Number Tested	100	401	484	1	42	52
Number Scoring 55-100	98	352	476	#	16	47
Number Scoring 65-100	98	329	457	#	13	41
Number Scoring 85-100	63	78	169	#	2	4
Percentage of Tested Scoring 55-100	98%	88%	98%	#	38%	90%
Percentage of Tested Scoring 65-100	98%	82%	94%	#	31%	79%
Percentage of Tested Scoring 85-100	63%	19%	35%	#	5%	8%
Mathematics B						
Number Tested	0	0	201	0	0	3
Number Scoring 55-100	0	0	191	0	0	#
Number Scoring 65-100	0	0	181	0	0	#
Number Scoring 85-100	0	0	71	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	95%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	90%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	35%	0%	0%	#
Global History and Geography						
Number Tested	426	395	463	64	49	57
Number Scoring 55-100	395	348	412	45	25	32
Number Scoring 65-100	353	316	378	31	18	19
Number Scoring 85-100	100	90	125	1	4	6
Percentage of Tested Scoring 55-100	93%	88%	89%	70%	51%	56%
Percentage of Tested Scoring 65-100	83%	80%	82%	48%	37%	33%
Percentage of Tested Scoring 85-100	23%	23%	27%	2%	8%	11%
U.S. History and Government						
Number Tested	452	439	363	39	55	46
Number Scoring 55-100	441	428	339	32	49	35
Number Scoring 65-100	399	400	325	24	41	31
Number Scoring 85-100	145	207	168	3	6	7
Percentage of Tested Scoring 55-100	98%	97%	93%	82%	89%	76%
Percentage of Tested Scoring 65-100	88%	91%	90%	62%	75%	67%
Percentage of Tested Scoring 85-100	32%	47%	46%	8%	11%	15%

(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	418	417	498	64	40	45
Number Scoring 55-100	399	398	479	50	30	36
Number Scoring 65-100	378	379	456	35	22	27
Number Scoring 85-100	128	124	129	0	1	1
Percentage of Tested Scoring 55-100	95%	95%	96%	78%	75%	80%
Percentage of Tested Scoring 65-100	90%	91%	92%	55%	55%	60%
Percentage of Tested Scoring 85-100	31%	30%	26%	0%	3%	2%
Physical Setting/Earth Science						
Number Tested	461	529	515	49	50	55
Number Scoring 55-100	431	492	486	31	30	49
Number Scoring 65-100	400	471	455	22	25	42
Number Scoring 85-100	151	215	158	3	2	10
Percentage of Tested Scoring 55-100	93%	93%	94%	63%	60%	89%
Percentage of Tested Scoring 65-100	87%	89%	88%	45%	50%	76%
Percentage of Tested Scoring 85-100	33%	41%	31%	6%	4%	18%
Physical Setting/Chemistry						
Number Tested	324	322	282	6	11	5
Number Scoring 55-100	304	305	278	4	11	5
Number Scoring 65-100	216	243	227	2	8	2
Number Scoring 85-100	16	55	34	0	0	0
Percentage of Tested Scoring 55-100	94%	95%	99%	67%	100%	100%
Percentage of Tested Scoring 65-100	67%	75%	80%	33%	73%	40%
Percentage of Tested Scoring 85-100	5%	17%	12%	0%	0%	0%
Physical Setting/Physics						
Number Tested			45			1
Number Scoring 55-100			40			#
Number Scoring 65-100			32			#
Number Scoring 85-100			3			#
Percentage of Tested Scoring 55-100			89%			#
Percentage of Tested Scoring 65-100			71%			#
Percentage of Tested Scoring 85-100			7%			#

* 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	32	24	17	0	0	0
Number Scoring 55-100	30	24	17	0	0	0
Number Scoring 65-100	30	24	17	0	0	0
Number Scoring 85-100	18	16	14	0	0	0
Percentage of Tested Scoring 55-100	94%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	56%	67%	82%	0%	0%	0%
Comprehensive Italian						
Number Tested	47	41	45	0	1	0
Number Scoring 55-100	45	41	45	0	#	0
Number Scoring 65-100	43	41	45	0	#	0
Number Scoring 85-100	24	33	33	0	#	0
Percentage of Tested Scoring 55-100	96%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	91%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	51%	80%	73%	0%	#	0%
Comprehensive German						
Number Tested	29	28	33	1	0	0
Number Scoring 55-100	29	28	33	#	0	0
Number Scoring 65-100	29	27	33	#	0	0
Number Scoring 85-100	17	17	22	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	96%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	59%	61%	67%	#	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	160	132	159	2	3	3
Number Scoring 55-100	160	131	159	#	#	#
Number Scoring 65-100	160	131	157	#	#	#
Number Scoring 85-100	96	105	105	#	#	#
Percentage of Tested Scoring 55-100	100%	99%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	99%	99%	#	#	#
Percentage of Tested Scoring 85-100	60%	80%	66%	#	#	#
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	331	291	3	3	17	1
Number Scoring 55-100	312	258	#	#	15	#
Number Scoring 65-100	300	236	#	#	12	#
Number Scoring 85-100	158	95	#	#	1	#
Percentage of Tested Scoring 55-100	94%	89%	#	#	88%	#
Percentage of Tested Scoring 65-100	91%	81%	#	#	71%	#
Percentage of Tested Scoring 85-100	48%	33%	#	#	6%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	97	100%	0	0%	0	0%
Students with Disabilities	21	86%	2	#	0	0%

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	481	2%	5%	60%	33%
	Students with Disabilities	53	23%	19%	53%	6%
	All Students	534	4%	6%	59%	30%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	434	1%	23%	60%	16%
	Students with Disabilities	61	10%	56%	26%	8%
	All Students	495	2%	27%	56%	15%

(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	7	0	1	2	1	3
Middle Level						
Social Studies	1	0	#	#	#	#
Secondary Level						
English Language Arts	8	0	1	2	1	4
Social Studies	8	0	0	3	0	5
Mathematics	8	0	1	2	1	4
Science	8	0	0	2	3	3

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	360	360	360	65	65	65	425	425	425
Number Scoring 55–64	10	5	5	9	7	9	19	12	14
Number Scoring 65–84	228	142	197	24	27	27	252	169	224
Number Scoring 85–100	102	196	144	1	7	4	103	203	148
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 K-1)						
Number Tested			50			2
Beginning (0-18)			1			#
Intermediate (19-31)			6			#
Advanced (32-36)			22			#
Proficient (37-39)			21			#
Reading and Writing (Grade K-1)						
Number Tested			50			2
Beginning (0-14)			7			#
Intermediate (15-24)			13			#
Advanced (25-32)			19			#
Proficient (33-35)			11			#
Listening and Speaking (Grade 2-4)						
Number Tested			27			1
Beginning (0-18)			2			#
Intermediate (19-31)			5			#
Advanced (32-36)			6			#
Proficient (37-39)			14			#
Reading and Writing (Grade 2-4)						
Number Tested			27			1
Beginning (0-14)			7			#
Intermediate (15-24)			9			#
Advanced (25-32)			7			#
Proficient (33-35)			4			#
Listening and Speaking (Grade 5-6)						
Number Tested			19			1
Beginning (0-18)			1			#
Intermediate (19-31)			2			#
Advanced (32-36)			4			#
Proficient (37-39)			12			#
Reading and Writing (Grade 5-6)						
Number Tested			19			1
Beginning (0-14)			2			#
Intermediate (15-24)			8			#
Advanced (25-32)			9			#
Proficient (33-35)			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 - K)

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			14			0
Beginning (0-18)			2			0
Intermediate (19-31)			3			0
Advanced (32-36)			6			0
Proficient (37-39)			3			0
Reading and Writing (Grade 7-8)						
Number Tested			14			0
Beginning (0-14)			4			0
Intermediate (15-24)			4			0
Advanced (25-32)			6			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			68			0
Beginning (0-18)			18			0
Intermediate (19-31)			21			0
Advanced (32-36)			19			0
Proficient (37-39)			10			0
Reading and Writing (Grade 9-12)						
Number Tested			68			0
Beginning (0-14)			19			0
Intermediate (15-24)			20			0
Advanced (25-32)			26			0
Proficient (33-35)			3			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)