

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-01-03-0007
 Name: Hempstead High School
 Principal: Reginald Stroughn

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	493	563	775
Tenth	465	407	494
Eleventh	381	540	250
Twelfth	311	311	277
Ungraded Secondary	112	0	0
Total K-12 Enrollment	1762	1821	1796

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.2%	14	0.8%	8	0.4%
Black (Not Hispanic)	1152	65.4%	1137	62.4%	1163	64.8%
Hispanic	593	33.7%	657	36.1%	615	34.2%
White (Not Hispanic)	13	0.7%	13	0.7%	10	0.6%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	29	22	20
Mathematics Grade 10	28	27	16
Science Grade 10	26	22	24
Social Studies Grade 10	27	17	23

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	272	15.4%	277	15.2%	269	15.0%
Eligible for Free Lunch	783	44.4%	1354	74.4%	721	40.1%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.0%		81.0%		83.4%
Student Suspensions	389	21.9%	330	18.7%	245	13.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	36.6%	7.4%	1.6%
Public Assistance	81-90%	71-80%	71-80%
Student Stability	95%	100%	97%

Staff Counts

Staff	2004-05
Total Teachers	130
Total Other Professional Staff	32
Total Paraprofessionals	NA
Teaching Out of Certification*	3

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	216	203	221
	Regents Diplomas	31	38	99
	% Regents Diplomas	14%	19%	45%
	Regents Diplomas with Advanced Designation**			13
	% Regents Diplomas with Advanced Designation			6%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	11	12	10
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	10%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			10%
	IEP Diplomas or Local Certificates	13	3	4
All Students	Total Graduates*	227	215	231
	Regents Diplomas	31	38	100
	% Regents Diplomas	14%	18%	43%
	Regents Diplomas with Advanced Designation**			14
	% Regents Diplomas with Advanced Designation			6%
	IEP Diplomas or Local Certificates	13	3	4

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	72	64	2	6	14	0	0	63
	Percent	33%	29%	1%	3%	6%	0%	0%	29%
Students with Disabilities	Number	0	3	0	0	0	0	0	7
	Percent	0%	30%	0%	0%	0%	0%	0%	70%
All Students	Number	72	67	2	6	14	0	0	70
	Percent	31%	29%	1%	3%	6%	0%	0%	30%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	174		303	18.8%	114	7.2%
	Entered GED Program*	21		31	1.9%	32	2.0%
	Total Noncompleters	195		334	20.8%	146	9.2%
Students with Disabilities	Dropped Out	24		41	22.0%	13	6.5%
	Entered GED Program*	3		2	1.1%	6	3.0%
	Total Noncompleters	27		43	23.1%	19	9.5%
All Students	Dropped Out	198	11.2%	344	19.2%	127	7.1%
	Entered GED Program*	24	1.4%	33	1.8%	38	2.1%
	Total Noncompleters	222	12.6%	377	21.0%	165	9.2%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	1	#	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	4	#
Science	10	90%	0	0%	6	67%
Reading	0	0%	2	#	4	#
Writing	0	0%	1	#	4	#
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	64	50%	50	32%
Science	64	11%	55	33%	53	23%
Reading	1	#	32	78%	31	68%
Writing	2	#	27	89%	27	81%
Global Studies	0	0%	18	11%	30	10%
U.S. Hist & Gov't	0	0%	7	14%	10	40%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	297	378	374	20	21	24
Number Scoring 55-100	211	297	264	7	8	6
Number Scoring 65-100	147	249	158	1	5	5
Number Scoring 85-100	24	68	26	1	1	2
Percentage of Tested Scoring 55-100	71%	79%	71%	35%	38%	25%
Percentage of Tested Scoring 65-100	49%	66%	42%	5%	24%	21%
Percentage of Tested Scoring 85-100	8%	18%	7%	5%	5%	8%
Mathematics A						
Number Tested	352	426	436	21	13	18
Number Scoring 55-100	168	360	342	11	3	9
Number Scoring 65-100	100	243	186	8	2	2
Number Scoring 85-100	16	9	6	5	1	0
Percentage of Tested Scoring 55-100	48%	85%	78%	52%	23%	50%
Percentage of Tested Scoring 65-100	28%	57%	43%	38%	15%	11%
Percentage of Tested Scoring 85-100	5%	2%	1%	24%	8%	0%
Mathematics 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%
Global History and Geography						
Number Tested	400	417	459	20	38	36
Number Scoring 55-100	251	306	289	3	21	8
Number Scoring 65-100	178	244	180	3	18	6
Number Scoring 85-100	15	86	31	0	16	0
Percentage of Tested Scoring 55-100	63%	73%	63%	15%	55%	22%
Percentage of Tested Scoring 65-100	45%	59%	39%	15%	47%	17%
Percentage of Tested Scoring 85-100	4%	21%	7%	0%	42%	0%
U.S. History and Government						
Number Tested	312	290	313	22	27	11
Number Scoring 55-100	263	228	230	10	17	3
Number Scoring 65-100	204	181	153	5	15	1
Number Scoring 85-100	52	83	46	1	13	0
Percentage of Tested Scoring 55-100	84%	79%	73%	45%	63%	27%
Percentage of Tested Scoring 65-100	65%	62%	49%	23%	56%	9%
Percentage of Tested Scoring 85-100	17%	29%	15%	5%	48%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	285	531	549	13	25	42
Number Scoring 55-100	230	419	352	6	17	22
Number Scoring 65-100	156	315	214	4	10	9
Number Scoring 85-100	9	18	14	0	0	0
Percentage of Tested Scoring 55-100	81%	79%	64%	46%	68%	52%
Percentage of Tested Scoring 65-100	55%	59%	39%	31%	40%	21%
Percentage of Tested Scoring 85-100	3%	3%	3%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	114	106	177	6	4	9
Number Scoring 55-100	65	63	81	3	#	1
Number Scoring 65-100	35	29	39	2	#	0
Number Scoring 85-100	1	0	3	0	#	0
Percentage of Tested Scoring 55-100	57%	59%	46%	50%	#	11%
Percentage of Tested Scoring 65-100	31%	27%	22%	33%	#	0%
Percentage of Tested Scoring 85-100	1%	0%	2%	0%	#	0%
Physical Setting/Chemistry						
Number Tested	103	141	149	2	3	1
Number Scoring 55-100	54	115	102	#	#	#
Number Scoring 65-100	27	79	50	#	#	#
Number Scoring 85-100	0	25	5	#	#	#
Percentage of Tested Scoring 55-100	52%	82%	68%	#	#	#
Percentage of Tested Scoring 65-100	26%	56%	34%	#	#	#
Percentage of Tested Scoring 85-100	0%	18%	3%	#	#	#
Physical Setting/Physics						
Number Tested		8	0		0	0
Number Scoring 55-100		7	0		0	0
Number Scoring 65-100		7	0		0	0
Number Scoring 85-100		6	0		0	0
Percentage of Tested Scoring 55-100		88%	0%		0%	0%
Percentage of Tested Scoring 65-100		88%	0%		0%	0%
Percentage of Tested Scoring 85-100		75%	0%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	21	25	40	0	0	0
Number Scoring 55-100	19	24	39	0	0	0
Number Scoring 65-100	15	23	31	0	0	0
Number Scoring 85-100	2	7	9	0	0	0
Percentage of Tested Scoring 55-100	90%	96%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	71%	92%	78%	0%	0%	0%
Percentage of Tested Scoring 85-100	10%	28%	23%	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	141	106	143	0	0	2
Number Scoring 55-100	139	104	141	0	0	#
Number Scoring 65-100	136	103	131	0	0	#
Number Scoring 85-100	90	69	73	0	0	#
Percentage of Tested Scoring 55-100	99%	98%	99%	0%	0%	#
Percentage of Tested Scoring 65-100	96%	97%	92%	0%	0%	#
Percentage of Tested Scoring 85-100	64%	65%	51%	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)

New York State Alternate Assessments (NYSAA) 2004–05

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	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	0	#	#	#	#

2001 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	289	289	289	23	23	23	312	312	312
Number Scoring 55–64	46	45	33	0	1	2	46	46	35
Number Scoring 65–84	140	102	164	4	3	4	144	105	168
Number Scoring 85–100	22	43	17	0	2	0	22	45	17
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		158	175		0	2
Beginning		62	37		0	#
Intermediate		57	82		0	#
Advanced		30	41		0	#
Proficient		9	15		0	#
Reading and Writing (Grade 9-12)						
Number Tested		158	181		0	2
Beginning		59	43		0	#
Intermediate		61	92		0	#
Advanced		34	31		0	#
Proficient		4	15		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)