

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-20-03-0000
 Name: Lynbrook Union Free School District
 Superintendent: Philip S. Cicero

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	216	218	222
First	226	224	214
Second	253	233	234
Third	234	251	236
Fourth	228	234	253
Fifth	258	240	232
Sixth	279	252	251
Ungraded Elementary	22	21	19
Seventh	227	293	258
Eighth	256	233	294
Ninth	238	253	232
Tenth	216	242	255
Eleventh	213	212	239
Twelfth	206	199	202
Ungraded Secondary	5	0	0
Total K-12 Enrollment	3077	3105	3141

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	104	3.4%	101	3.3%	105	3.3%
Black (Not Hispanic)	24	0.8%	29	0.9%	36	1.1%
Hispanic	224	7.3%	233	7.5%	242	7.7%
White (Not Hispanic)	2725	88.6%	2742	88.3%	2758	87.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	20	19
Common Branch	20	20	19
English Grade 8	23	21	23
Mathematics Grade 8	21	23	22
Science Grade 8	22	22	20
Social Studies Grade 8	23	24	22
English Grade 10	21	19	20
Mathematics Grade 10	23	18	17
Science Grade 10	21	18	17
Social Studies Grade 10	21	22	25

(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	69	2.2%	81	2.6%	97	3.1%
Eligible for Free Lunch	20	0.7%	31	1.0%	27	0.9%

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		95.3%		97.4%		95.7%
Student Suspensions	17	0.6%	10	0.3%	13	0.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.2%	0.2%	0.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	265
Total Other Professional Staff	44
Total Paraprofessionals	22
Teaching Out of Certification*	0

*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	167	138	83%	162	138	85%	176	150	85%
Students with Disabilities	21	5	24%	24	16	67%	19	6	32%
All Students	188	143	76%	186	154	83%	195	156	80%

*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	152	36	0	2	5	0
Percent	78%	18%	0%	1%	3%	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)
19	6	1	20

*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	4		9		6	0.7%
	Entered GED Program*	1		0		6	0.7%
	Total Noncompleters	5		9		12	1.4%
Students with Disabilities	Dropped Out	4		2		1	0.8%
	Entered GED Program*	0		1		2	1.7%
	Total Noncompleters	4		3		3	2.5%
All Students	Dropped Out	8	0.9%	11	1.2%	7	0.7%
	Entered GED Program*	1	0.1%	1	0.1%	8	0.8%
	Total Noncompleters	9	1.0%	12	1.3%	15	1.6%

*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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	42	98%	7	100%	7	86%
German	0	0%	0	0%	0	0%
Italian	29	100%	0	0%	85	95%
Latin	0	0%	0	0%	0	0%
Spanish	175	94%	135	98%	208	95%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	3	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	7	86%	2	#	3	#

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	63%	22	95%	6	100%
Science	4	#	15	47%	19	89%
Reading	3	#	2	#	8	75%
Writing	6	83%	2	#	7	100%
Global Studies	1	#	13	69%	11	27%
U.S. Hist & Gov't	4	#	1	#	4	#

(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	208	199	230	28	20	24
Number Scoring 55-100	198	196	225	24	17	22
Number Scoring 65-100	188	194	222	21	17	20
Number Scoring 85-100	106	117	129	7	4	4
Percentage of Tested Scoring 55-100	95%	98%	98%	86%	85%	92%
Percentage of Tested Scoring 65-100	90%	97%	97%	75%	85%	83%
Percentage of Tested Scoring 85-100	51%	59%	56%	25%	20%	17%
Mathematics A						
Number Tested	0	227	252	0	22	29
Number Scoring 55-100	0	209	244	0	18	26
Number Scoring 65-100	0	203	233	0	16	20
Number Scoring 85-100	0	75	102	0	4	2
Percentage of Tested Scoring 55-100	0%	92%	97%	0%	82%	90%
Percentage of Tested Scoring 65-100	0%	89%	92%	0%	73%	69%
Percentage of Tested Scoring 85-100	0%	33%	40%	0%	18%	7%
Mathematics B						
Number Tested	0	18	217	0	2	6
Number Scoring 55-100	0	16	211	0	#	6
Number Scoring 65-100	0	16	193	0	#	3
Number Scoring 85-100	0	10	99	0	#	2
Percentage of Tested Scoring 55-100	0%	89%	97%	0%	#	100%
Percentage of Tested Scoring 65-100	0%	89%	89%	0%	#	50%
Percentage of Tested Scoring 85-100	0%	56%	46%	0%	#	33%
Global History and Geography						
Number Tested	212	225	270	25	24	41
Number Scoring 55-100	207	217	253	25	21	36
Number Scoring 65-100	203	214	241	25	21	30
Number Scoring 85-100	92	138	143	2	8	7
Percentage of Tested Scoring 55-100	98%	96%	94%	100%	88%	88%
Percentage of Tested Scoring 65-100	96%	95%	89%	100%	88%	73%
Percentage of Tested Scoring 85-100	43%	61%	53%	8%	33%	17%
U.S. History and Government						
Number Tested	210	199	229	28	20	32
Number Scoring 55-100	205	197	226	26	19	32
Number Scoring 65-100	194	195	218	24	19	29
Number Scoring 85-100	99	144	152	8	8	13
Percentage of Tested Scoring 55-100	98%	99%	99%	93%	95%	100%
Percentage of Tested Scoring 65-100	92%	98%	95%	86%	95%	91%
Percentage of Tested Scoring 85-100	47%	72%	66%	29%	40%	41%

(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	216	250	210	35	32	16
Number Scoring 55-100	213	239	203	33	23	12
Number Scoring 65-100	206	225	198	26	17	12
Number Scoring 85-100	114	113	96	3	6	1
Percentage of Tested Scoring 55-100	99%	96%	97%	94%	72%	75%
Percentage of Tested Scoring 65-100	95%	90%	94%	74%	53%	75%
Percentage of Tested Scoring 85-100	53%	45%	46%	9%	19%	6%
Physical Setting/Earth Science						
Number Tested	262	244	290	19	25	24
Number Scoring 55-100	255	241	258	16	24	15
Number Scoring 65-100	244	229	240	15	21	12
Number Scoring 85-100	127	122	105	3	3	0
Percentage of Tested Scoring 55-100	97%	99%	89%	84%	96%	62%
Percentage of Tested Scoring 65-100	93%	94%	83%	79%	84%	50%
Percentage of Tested Scoring 85-100	48%	50%	36%	16%	12%	0%
Physical Setting/Chemistry						
Number Tested	177	195	252	16	12	19
Number Scoring 55-100	164	179	229	13	11	19
Number Scoring 65-100	126	134	180	8	4	17
Number Scoring 85-100	30	28	34	0	0	2
Percentage of Tested Scoring 55-100	93%	92%	91%	81%	92%	100%
Percentage of Tested Scoring 65-100	71%	69%	71%	50%	33%	89%
Percentage of Tested Scoring 85-100	17%	14%	13%	0%	0%	11%
Physical Setting/Physics						
Number Tested			115			4
Number Scoring 55-100			112			#
Number Scoring 65-100			102			#
Number Scoring 85-100			25			#
Percentage of Tested Scoring 55-100			97%			#
Percentage of Tested Scoring 65-100			89%			#
Percentage of Tested Scoring 85-100			22%			#

* 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	30	16	24	0	1	1
Number Scoring 55-100	30	16	24	0	#	#
Number Scoring 65-100	29	16	24	0	#	#
Number Scoring 85-100	18	10	18	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	97%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	60%	62%	75%	0%	#	#
Comprehensive Italian						
Number Tested	20	10	16	0	2	2
Number Scoring 55-100	20	10	16	0	#	#
Number Scoring 65-100	20	10	16	0	#	#
Number Scoring 85-100	4	6	9	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	20%	60%	56%	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	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%
Comprehensive Spanish						
Number Tested	106	133	127	1	2	5
Number Scoring 55-100	106	133	126	#	#	5
Number Scoring 65-100	106	132	122	#	#	5
Number Scoring 85-100	90	101	88	#	#	1
Percentage of Tested Scoring 55-100	100%	100%	99%	#	#	100%
Percentage of Tested Scoring 65-100	100%	99%	96%	#	#	100%
Percentage of Tested Scoring 85-100	85%	76%	69%	#	#	20%
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	167	179	15	14	4	1
Number Scoring 55-100	150	171	13	12	#	#
Number Scoring 65-100	135	154	8	10	#	#
Number Scoring 85-100	79	85	1	3	#	#
Percentage of Tested Scoring 55-100	90%	96%	87%	86%	#	#
Percentage of Tested Scoring 65-100	81%	86%	53%	71%	#	#
Percentage of Tested Scoring 85-100	47%	47%	7%	21%	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	6	100%	1	#	1	#
Students with Disabilities	4	#	2	#	1	#

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	213	0%	0%	25%	74%
	Students with Disabilities	20	0%	0%	55%	45%
	All Students	233	0%	0%	28%	72%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	262	0%	15%	57%	28%
	Students with Disabilities	29	0%	21%	79%	0%
	All Students	291	0%	15%	59%	25%

(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	1	0	#	#	#	#
Middle Level						
Social Studies	2	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

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	185	185	185	24	24	24	209	209	209
Number Scoring 55–64	1	1	0	0	1	0	1	2	0
Number Scoring 65–84	90	43	60	18	11	17	108	54	77
Number Scoring 85–100	92	137	122	3	9	4	95	146	126
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			19			1
Beginning (0-18)			0			#
Intermediate (19-31)			6			#
Advanced (32-36)			7			#
Proficient (37-39)			6			#
Reading and Writing (Grade K-1)						
Number Tested			19			1
Beginning (0-14)			6			#
Intermediate (15-24)			6			#
Advanced (25-32)			3			#
Proficient (33-35)			4			#
Listening and Speaking (Grade 2-4)						
Number Tested			21			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			6			#
Proficient (37-39)			14			#
Reading and Writing (Grade 2-4)						
Number Tested			21			1
Beginning (0-14)			0			#
Intermediate (15-24)			8			#
Advanced (25-32)			7			#
Proficient (33-35)			6			#
Listening and Speaking (Grade 5-6)						
Number Tested			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			2			0
Proficient (37-39)			4			0
Reading and Writing (Grade 5-6)						
Number Tested			6			0
Beginning (0-14)			1			0
Intermediate (15-24)			1			0
Advanced (25-32)			4			0
Proficient (33-35)			0			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			9			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			6			0
Proficient (37-39)			2			0
Reading and Writing (Grade 7-8)						
Number Tested			9			0
Beginning (0-14)			0			0
Intermediate (15-24)			4			0
Advanced (25-32)			4			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 9-12)						
Number Tested			24			0
Beginning (0-18)			3			0
Intermediate (19-31)			4			0
Advanced (32-36)			4			0
Proficient (37-39)			13			0
Reading and Writing (Grade 9-12)						
Number Tested			24			0
Beginning (0-14)			5			0
Intermediate (15-24)			4			0
Advanced (25-32)			7			0
Proficient (33-35)			8			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)