

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-27-03-0000

Name: West Hempstead Union Free School District

Superintendent: Ms. Carol D. Eisenberg

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	114	167	131
First	164	146	189
Second	151	166	152
Third	156	152	172
Fourth	188	166	161
Fifth	174	187	165
Sixth	158	171	193
Ungraded Elementary	6	0	0
Seventh	145	170	174
Eighth	171	154	174
Ninth	186	233	222
Tenth	255	190	234
Eleventh	211	268	192
Twelfth	203	208	246
Ungraded Secondary	46	0	0
Total K-12 Enrollment	2328	2378	2405

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	109	4.7%	99	4.2%	107	4.4%
Black (Not Hispanic)	282	12.1%	332	14.0%	351	14.6%
Hispanic	368	15.8%	391	16.4%	444	18.5%
White (Not Hispanic)	1569	67.4%	1556	65.4%	1503	62.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	21	19
Common Branch	22	22	23
English Grade 8	24	22	21
Mathematics Grade 8	23	26	25
Science Grade 8	26	22	24
Social Studies Grade 8	23	22	25
English Grade 10	21	21	21
Mathematics Grade 10	21	21	23
Science Grade 10	17	23	23
Social Studies Grade 10	24	20	25

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	68	2.9%	83	3.5%	82	3.4%
Eligible for Free Lunch	142	6.4%	145	6.1%	235	9.8%

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		94.3%		94.8%		94.4%
Student Suspensions	133	5.6%	143	6.1%	146	6.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.8%	1.8%	2.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	182
Total Other Professional Staff	38
Total Paraprofessionals	31
Teaching Out of Certification*	6
Teachers with Temporary Licenses	1

*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	169	108	64%	171	134	78%	269	224	83%
Students with Disabilities	11	0	0%	23	8	35%	23	5	22%
All Students	180	108	60%	194	142	73%	292	229	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	169	109	4	3	5	2
Percent	58%	37%	1%	1%	2%	1%

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)
23	5	1	24

*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			29		6	
	Entered GED Program*			0		0	
	Total Noncompleters			29		6	
Students with Disabilities	Dropped Out			7		2	
	Entered GED Program*			0		1	
	Total Noncompleters			7		3	
All Students	Dropped Out	4	0.5%	36	4.0%	8	0.9%
	Entered GED Program*	23	2.6%	0	0.0%	1	0.1%
	Total Noncompleters	27	3.0%	36	4.0%	9	1.0%

*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		159	170
	Number of Students with Disabilities		11	4
	Number of All Students		170	174
	Percent of Enrollment		34%	32%
9-12	Number of General-Education Students		813	688
	Number of Students with Disabilities		86	103
	Number of All Students		899	791
	Percent of Enrollment		100%	88%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	33	85%	12	100%	0	0%
German	0	0%	0	0%	0	0%
Italian	42	83%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	77	96%	76	82%	9	78%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%	2	#	3	#

(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	0	0%	5	20%	97	79%
Science	0	0%	4	#	37	84%
Reading	0	0%	5	100%	15	40%
Writing	0	0%	6	83%	16	44%
Global Studies	0	0%	1	#	19	68%
U.S. Hist & Gov't	5	40%	4	#	9	33%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	36	61%	26	58%	19	68%
Science	4	#	15	47%	12	58%
Reading	28	68%	23	78%	24	42%
Writing	32	66%	23	65%	29	66%
Global Studies	9	67%	12	92%	17	82%
U.S. Hist & Gov't	12	100%	9	89%	15	73%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	208	248	181	20	23	21
Number Scoring 55–100	191	229	165	13	9	10
Number Scoring 65–100	174	216	152	7	6	6
Number Scoring 85–100	72	101	63	0	0	2
Percentage of Tested Scoring 55–100	92%	92%	91%	65%	39%	48%
Percentage of Tested Scoring 65–100	84%	87%	84%	35%	26%	29%
Percentage of Tested Scoring 85–100	35%	41%	35%	0%	0%	10%
Mathematics A						
Number Tested	0	166	139	0	16	2
Number Scoring 55–100	0	111	97	0	6	#
Number Scoring 65–100	0	94	70	0	4	#
Number Scoring 85–100	0	29	30	0	1	#
Percentage of Tested Scoring 55–100	0%	67%	70%	0%	38%	#
Percentage of Tested Scoring 65–100	0%	57%	50%	0%	25%	#
Percentage of Tested Scoring 85–100	0%	17%	22%	0%	6%	#
Mathematics B (first administered June 2001)						
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	278	193	192	36	26	14
Number Scoring 55–100	259	171	168	26	15	7
Number Scoring 65–100	248	152	158	17	9	7
Number Scoring 85–100	91	48	60	0	1	1
Percentage of Tested Scoring 55–100	93%	89%	88%	72%	58%	50%
Percentage of Tested Scoring 65–100	89%	79%	82%	47%	35%	50%
Percentage of Tested Scoring 85–100	33%	25%	31%	0%	4%	7%
U.S. History and Government (first administered June 2001)						
Number Tested	179	244	176	12	23	17
Number Scoring 55–100	173	220	163	8	9	14
Number Scoring 65–100	160	202	152	6	5	13
Number Scoring 85–100	75	57	57	1	1	2
Percentage of Tested Scoring 55–100	97%	90%	93%	67%	39%	82%
Percentage of Tested Scoring 65–100	89%	83%	86%	50%	22%	76%
Percentage of Tested Scoring 85–100	42%	23%	32%	8%	4%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	227	166	248	13	23	11
Number Scoring 55–100	218	159	239	8	21	6
Number Scoring 65–100	206	152	224	6	17	4
Number Scoring 85–100	41	37	82	0	1	0
Percentage of Tested Scoring 55–100	96%	96%	96%	62%	91%	55%
Percentage of Tested Scoring 65–100	91%	92%	90%	46%	74%	36%
Percentage of Tested Scoring 85–100	18%	22%	33%	0%	4%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	176	224	182	9	19	23
Number Scoring 55–100	161	209	156	8	16	15
Number Scoring 65–100	145	196	130	6	14	9
Number Scoring 85–100	42	69	43	0	1	4
Percentage of Tested Scoring 55–100	91%	93%	86%	89%	84%	65%
Percentage of Tested Scoring 65–100	82%	88%	71%	67%	74%	39%
Percentage of Tested Scoring 85–100	24%	31%	24%	0%	5%	17%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		179	125		4	1
Number Scoring 55–100		172	108		#	#
Number Scoring 65–100		123	69		#	#
Number Scoring 85–100		10	4		#	#
Percentage of Tested Scoring 55–100		96%	86%		#	#
Percentage of Tested Scoring 65–100		69%	55%		#	#
Percentage of Tested Scoring 85–100		6%	3%		#	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	16	8	11	0	1	0
Number Scoring 55–100	16	8	11	0	#	0
Number Scoring 65–100	16	7	11	0	#	0
Number Scoring 85–100	13	5	10	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	88%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	81%	62%	91%	0%	#	0%
Comprehensive Italian						
Number Tested	16	11	29	0	0	0
Number Scoring 55–100	16	11	29	0	0	0
Number Scoring 65–100	14	11	29	0	0	0
Number Scoring 85–100	3	5	14	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	19%	45%	48%	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	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	113	81	98	0	0	1
Number Scoring 55–100	112	80	98	0	0	#
Number Scoring 65–100	111	79	95	0	0	#
Number Scoring 85–100	70	59	67	0	0	#
Percentage of Tested Scoring 55–100	99%	99%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	98%	98%	97%	0%	0%	#
Percentage of Tested Scoring 85–100	62%	73%	68%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	252	51	1	10	14	0
Number Scoring 55–100	217	38	#	6	5	0
Number Scoring 65–100	198	36	#	6	3	0
Number Scoring 85–100	104	8	#	2	0	0
Percentage of Tested Scoring 55–100	86%	75%	#	60%	36%	0%
Percentage of Tested Scoring 65–100	79%	71%	#	60%	21%	0%
Percentage of Tested Scoring 85–100	41%	16%	#	20%	0%	0%
Sequential Mathematics, Course III						
Number Tested	136	176	77	1	4	1
Number Scoring 55–100	123	169	57	#	#	#
Number Scoring 65–100	117	161	52	#	#	#
Number Scoring 85–100	62	86	25	#	#	#
Percentage of Tested Scoring 55–100	90%	96%	74%	#	#	#
Percentage of Tested Scoring 65–100	86%	91%	68%	#	#	#
Percentage of Tested Scoring 85–100	46%	49%	32%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	28	93%	56	95%	39	95%
Students with Disabilities	4	#	15	67%	10	70%

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
Nov 2002	General-Education Students	161	1%	3%	68%	28%
	Students with Disabilities	6	17%	0%	83%	0%
	All Students	167	2%	3%	68%	27%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	159	2%	36%	50%	11%
	Students with Disabilities	16	0%	75%	19%	6%
	All Students	175	2%	40%	47%	11%

(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
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	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	279	279	279	28	28	28	307	307	307
Number Scoring 55–64	4	12	10	1	3	1	5	15	11
Number Scoring 65–84	116	136	124	16	5	15	132	141	139
Number Scoring 85–100	84	54	88	1	1	1	85	55	89
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)