

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-05-22-03-0000

Name: Farmingdale Union Free School District

Superintendent: Dr. Roberta A. Gerold

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	504	503	481
First	479	547	496
Second	527	470	546
Third	547	528	482
Fourth	514	545	526
Fifth	509	522	545
Sixth	526	500	516
Ungraded Elementary	87	67	81
Seventh	484	529	507
Eighth	429	484	531
Ninth	460	417	477
Tenth	459	429	400
Eleventh	385	438	411
Twelfth	405	391	445
Ungraded Secondary	87	73	58
Total K-12 Enrollment	6402	6443	6502

## 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	242	3.8%	256	4.0%	245	3.8%
Black (Not Hispanic)	414	6.5%	441	6.8%	408	6.3%
Hispanic	597	9.3%	572	8.9%	594	9.1%
White (Not Hispanic)	5149	80.4%	5174	80.3%	5255	80.8%

## Average Class Size

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

(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	211	3.3%	198	3.1%	179	2.8%
Eligible for Free Lunch	538	9.1%	508	7.9%	485	7.5%

### 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		95.4%		95.4%		95.5%
Student Suspensions	125	2.0%	166	2.6%	129	2.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.7%	3.5%	4.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	544
Total Other Professional Staff	86
Total Paraprofessionals	146
Teaching Out of Certification*	8
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	382	220	58%	328	256	78%	371	303	82%
Students with Disabilities	29	3	10%	39	10	26%	34	7	21%
All Students	411	223	54%	367	266	72%	405	310	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 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	249	112	6	5	21	12
Percent	61%	28%	1%	1%	5%	3%

## 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)
34	7	9	43

\*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			1		1	
	Entered GED Program*			4		3	
	Total Noncompleters			5		4	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		1	
	Total Noncompleters			0		1	
All Students	Dropped Out	10	0.6%	1	0.1%	1	0.1%
	Entered GED Program*	4	0.2%	4	0.2%	4	0.2%
	Total Noncompleters	14	0.8%	5	0.3%	5	0.3%

\*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		10%	0%
2-3		7%	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		971	906
	Number of Students with Disabilities		146	132
	Number of All Students		1117	1038
	Percent of Enrollment		72%	65%
9-12	Number of General-Education Students		1675	0
	Number of Students with Disabilities		47	0
	Number of All Students		1722	0
	Percent of Enrollment		100%	0%

## Second Language Proficiency Examinations

### General-Education Students

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%	0	0%	0	0%

### 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%	0	0%	0	0%

(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	3	#	3	#	2	#
Science	25	92%	3	#	2	#
Reading	3	#	3	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	19	79%	4	#	2	#
U.S. Hist & Gov't	68	74%	2	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	52	71%	44	55%	10	70%
Science	58	48%	43	44%	16	50%
Reading	10	60%	5	80%	1	#
Writing	11	100%	7	86%	1	#
Global Studies	14	64%	29	41%	7	43%
U.S. Hist & Gov't	21	62%	6	67%	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	414	435	401	48	38	42
Number Scoring 55–100	396	429	393	37	33	35
Number Scoring 65–100	350	412	389	17	27	33
Number Scoring 85–100	91	251	250	2	1	8
Percentage of Tested Scoring 55–100	96%	99%	98%	77%	87%	83%
Percentage of Tested Scoring 65–100	85%	95%	97%	35%	71%	79%
Percentage of Tested Scoring 85–100	22%	58%	62%	4%	3%	19%
<b>Mathematics A</b>						
Number Tested	0	100	401	0	1	42
Number Scoring 55–100	0	98	352	0	#	16
Number Scoring 65–100	0	98	329	0	#	13
Number Scoring 85–100	0	63	78	0	#	2
Percentage of Tested Scoring 55–100	0%	98%	88%	0%	#	38%
Percentage of Tested Scoring 65–100	0%	98%	82%	0%	#	31%
Percentage of Tested Scoring 85–100	0%	63%	19%	0%	#	5%
<b>Mathematics B (first administered June 2001)</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%
<b>Global History and Geography</b>						
Number Tested	488	426	395	54	64	49
Number Scoring 55–100	475	395	348	48	45	25
Number Scoring 65–100	443	353	316	31	31	18
Number Scoring 85–100	147	100	90	4	1	4
Percentage of Tested Scoring 55–100	97%	93%	88%	89%	70%	51%
Percentage of Tested Scoring 65–100	91%	83%	80%	57%	48%	37%
Percentage of Tested Scoring 85–100	30%	23%	23%	7%	2%	8%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	378	452	439	39	39	55
Number Scoring 55–100	357	441	428	33	32	49
Number Scoring 65–100	329	399	400	24	24	41
Number Scoring 85–100	142	145	207	4	3	6
Percentage of Tested Scoring 55–100	94%	98%	97%	85%	82%	89%
Percentage of Tested Scoring 65–100	87%	88%	91%	62%	62%	75%
Percentage of Tested Scoring 85–100	38%	32%	47%	10%	8%	11%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	460	418	417	33	64	40
Number Scoring 55–100	451	399	398	30	50	30
Number Scoring 65–100	429	378	379	23	35	22
Number Scoring 85–100	84	128	124	1	0	1
Percentage of Tested Scoring 55–100	98%	95%	95%	91%	78%	75%
Percentage of Tested Scoring 65–100	93%	90%	91%	70%	55%	55%
Percentage of Tested Scoring 85–100	18%	31%	30%	3%	0%	3%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	396	461	529	29	49	50
Number Scoring 55–100	381	431	492	28	31	30
Number Scoring 65–100	362	400	471	23	22	25
Number Scoring 85–100	137	151	215	2	3	2
Percentage of Tested Scoring 55–100	96%	93%	93%	97%	63%	60%
Percentage of Tested Scoring 65–100	91%	87%	89%	79%	45%	50%
Percentage of Tested Scoring 85–100	35%	33%	41%	7%	6%	4%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		324	322		6	11
Number Scoring 55–100		304	305		4	11
Number Scoring 65–100		216	243		2	8
Number Scoring 85–100		16	55		0	0
Percentage of Tested Scoring 55–100		94%	95%		67%	100%
Percentage of Tested Scoring 65–100		67%	75%		33%	73%
Percentage of Tested Scoring 85–100		5%	17%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	16	32	24	0	0	0
Number Scoring 55–100	16	30	24	0	0	0
Number Scoring 65–100	16	30	24	0	0	0
Number Scoring 85–100	12	18	16	0	0	0
Percentage of Tested Scoring 55–100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	75%	56%	67%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	11	47	41	0	0	1
Number Scoring 55–100	11	45	41	0	0	#
Number Scoring 65–100	11	43	41	0	0	#
Number Scoring 85–100	0	24	33	0	0	#
Percentage of Tested Scoring 55–100	100%	96%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	91%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	51%	80%	0%	0%	#
<b>Comprehensive German</b>						
Number Tested	9	29	28	0	1	0
Number Scoring 55–100	9	29	28	0	#	0
Number Scoring 65–100	9	29	27	0	#	0
Number Scoring 85–100	6	17	17	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	96%	0%	#	0%
Percentage of Tested Scoring 85–100	67%	59%	61%	0%	#	0%
<b>Comprehensive Hebrew</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%
<b>Comprehensive Spanish</b>						
Number Tested	172	160	132	0	2	3
Number Scoring 55–100	171	160	131	0	#	#
Number Scoring 65–100	166	160	131	0	#	#
Number Scoring 85–100	107	96	105	0	#	#
Percentage of Tested Scoring 55–100	99%	100%	99%	0%	#	#
Percentage of Tested Scoring 65–100	97%	100%	99%	0%	#	#
Percentage of Tested Scoring 85–100	62%	60%	80%	0%	#	#
<b>Comprehensive Latin</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%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	435	314	56	22	46	11
Number Scoring 55–100	394	250	20	13	28	2
Number Scoring 65–100	373	218	14	10	22	1
Number Scoring 85–100	204	37	2	3	2	1
Percentage of Tested Scoring 55–100	91%	80%	36%	59%	61%	18%
Percentage of Tested Scoring 65–100	86%	69%	25%	45%	48%	9%
Percentage of Tested Scoring 85–100	47%	12%	4%	14%	4%	9%
<b>Sequential Mathematics, Course III</b>						
Number Tested	291	331	291	10	3	17
Number Scoring 55–100	275	312	258	10	#	15
Number Scoring 65–100	267	300	236	8	#	12
Number Scoring 85–100	138	158	95	4	#	1
Percentage of Tested Scoring 55–100	95%	94%	89%	100%	#	88%
Percentage of Tested Scoring 65–100	92%	91%	81%	80%	#	71%
Percentage of Tested Scoring 85–100	47%	48%	33%	40%	#	6%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	116	100%	97	100%	0	0%
Students with Disabilities	30	93%	21	86%	2	#

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
<b>Nov 2002</b>	General-Education Students	475	2%	6%	64%	28%
	Students with Disabilities	77	19%	32%	47%	1%
	All Students	552	5%	9%	62%	24%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	470	0%	19%	63%	18%
	Students with Disabilities	69	19%	48%	32%	1%
	All Students	539	3%	23%	59%	16%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	2	2	#	#	#	#

## 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	373	373	373	42	42	42	415	415	415
Number Scoring 55–64	4	20	2	5	4	3	9	24	5
Number Scoring 65–84	224	208	218	26	23	25	250	231	243
Number Scoring 85–100	141	140	151	2	3	0	143	143	151
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)