

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-21-03-0000  
 Name: Rockville Centre Union Free School District  
 Superintendent: William H. Johnson

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	266	262	245
First	256	272	271
Second	251	258	281
Third	262	254	255
Fourth	289	270	253
Fifth	250	289	265
Sixth	315	263	293
Ungraded Elementary	23	23	25
Seventh	327	311	264
Eighth	306	330	316
Ninth	254	282	311
Tenth	269	254	285
Eleventh	277	272	254
Twelfth	271	282	268
Ungraded Secondary	20	21	20
Total K-12 Enrollment	3636	3643	3606

## 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	98	2.7%	109	3.0%	108	3.0%
Black (Not Hispanic)	274	7.5%	265	7.3%	257	7.1%
Hispanic	354	9.7%	360	9.9%	358	9.9%
White (Not Hispanic)	2910	80.0%	2909	79.9%	2883	80.0%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	20	19
Common Branch	20	21	21
English Grade 8	25	24	24
Mathematics Grade 8	23	24	23
Science Grade 8	25	25	24
Social Studies Grade 8	25	27	24
English Grade 10	24	20	17
Mathematics Grade 10	24	16	17
Science Grade 10	20	20	18
Social Studies Grade 10	24	22	23

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	102	2.8%	74	2.0%	96	2.7%
<b>Eligible for Free Lunch</b>	199	5.5%	168	4.6%	167	4.6%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.4%		94.7%		95.7%
<b>Student Suspensions</b>	66	1.9%	68	1.9%	94	2.6%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	1.4%	1.5%	1.2%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	338
Total Other Professional Staff	52
Total Paraprofessionals	210
Teaching Out of Certification*	1

\*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	231	217	94%	251	235	94%	239	234	98%
Students with Disabilities	27	11	41%	32	16	50%	27	16	59%
All Students	258	228	88%	283	251	89%	266	250	94%

\*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	222	32	6	1	5	0
Percent	83%	12%	2%	0%	2%	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)
27	16	4	31

\*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	0		2		1	0.1%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	0		3		1	0.1%
Students with Disabilities	Dropped Out	1		3		1	0.7%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		3		1	0.7%
All Students	Dropped Out	1	0.1%	5	0.5%	2	0.2%
	Entered GED Program*	0	0.0%	1	0.1%	0	0.0%
	Total Noncompleters	1	0.1%	6	0.5%	2	0.2%

\*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)

# 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	0%	0%	0%
2-3	0%	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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	100
	Number of Students with Disabilities	141	140	140
	Number of All Students	141	140	240
	Percent of Enrollment	13%	13%	21%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion 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	34	97%	71	96%	79	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	231	95%	218	98%	196	93%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	2	#	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	24	79%	18	94%	18	67%

# 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%	3	#
Science	6	67%	4	#	0	0%
Reading	1	#	2	#	2	#
Writing	1	#	2	#	2	#
Global Studies	1	#	1	#	4	#
U.S. Hist & Gov't	1	#	1	#	2	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	17	94%	10	70%
Science	5	60%	5	60%	6	50%
Reading	8	100%	7	86%	6	83%
Writing	6	100%	8	88%	7	100%
Global Studies	2	#	5	80%	7	43%
U.S. Hist & Gov't	4	#	5	80%	7	43%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	287	285	271	39	36	31
Number Scoring 55-100	271	269	263	33	25	27
Number Scoring 65-100	252	258	258	25	19	24
Number Scoring 85-100	122	165	191	7	3	7
Percentage of Tested Scoring 55-100	94%	94%	97%	85%	69%	87%
Percentage of Tested Scoring 65-100	88%	91%	95%	64%	53%	77%
Percentage of Tested Scoring 85-100	43%	58%	70%	18%	8%	23%
<b>Mathematics A</b>						
Number Tested	346	349	680	46	55	86
Number Scoring 55-100	300	294	643	24	29	71
Number Scoring 65-100	274	281	616	17	25	65
Number Scoring 85-100	108	65	280	2	0	2
Percentage of Tested Scoring 55-100	87%	84%	95%	52%	53%	83%
Percentage of Tested Scoring 65-100	79%	81%	91%	37%	45%	76%
Percentage of Tested Scoring 85-100	31%	19%	41%	4%	0%	2%
<b>Mathematics B</b>						
Number Tested	0	203	357	0	7	24
Number Scoring 55-100	0	153	295	0	1	14
Number Scoring 65-100	0	117	257	0	0	11
Number Scoring 85-100	0	28	68	0	0	1
Percentage of Tested Scoring 55-100	0%	75%	83%	0%	14%	58%
Percentage of Tested Scoring 65-100	0%	58%	72%	0%	0%	46%
Percentage of Tested Scoring 85-100	0%	14%	19%	0%	0%	4%
<b>Global History and Geography</b>						
Number Tested	285	277	306	28	34	36
Number Scoring 55-100	270	263	275	22	25	25
Number Scoring 65-100	249	242	265	17	16	22
Number Scoring 85-100	122	128	117	2	2	3
Percentage of Tested Scoring 55-100	95%	95%	90%	79%	74%	69%
Percentage of Tested Scoring 65-100	87%	87%	87%	61%	47%	61%
Percentage of Tested Scoring 85-100	43%	46%	38%	7%	6%	8%
<b>U.S. History and Government</b>						
Number Tested	287	305	264	34	36	26
Number Scoring 55-100	269	294	251	32	27	21
Number Scoring 65-100	242	278	239	24	21	16
Number Scoring 85-100	101	129	112	6	3	2
Percentage of Tested Scoring 55-100	94%	96%	95%	94%	75%	81%
Percentage of Tested Scoring 65-100	84%	91%	91%	71%	58%	62%
Percentage of Tested Scoring 85-100	35%	42%	42%	18%	8%	8%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	281	305	331	35	40	41
Number Scoring 55-100	276	290	315	35	34	35
Number Scoring 65-100	258	267	298	27	24	29
Number Scoring 85-100	100	99	96	4	1	2
Percentage of Tested Scoring 55-100	98%	95%	95%	100%	85%	85%
Percentage of Tested Scoring 65-100	92%	88%	90%	77%	60%	71%
Percentage of Tested Scoring 85-100	36%	32%	29%	11%	3%	5%
<b>Physical Setting/Earth Science</b>						
Number Tested	118	141	104	26	28	21
Number Scoring 55-100	108	133	96	23	26	17
Number Scoring 65-100	101	129	87	20	26	14
Number Scoring 85-100	35	41	15	7	5	3
Percentage of Tested Scoring 55-100	92%	94%	92%	88%	93%	81%
Percentage of Tested Scoring 65-100	86%	91%	84%	77%	93%	67%
Percentage of Tested Scoring 85-100	30%	29%	14%	27%	18%	14%
<b>Physical Setting/Chemistry</b>						
Number Tested	231	214	265	11	6	8
Number Scoring 55-100	222	204	250	11	4	7
Number Scoring 65-100	192	180	218	10	3	4
Number Scoring 85-100	36	45	53	0	0	0
Percentage of Tested Scoring 55-100	96%	95%	94%	100%	67%	88%
Percentage of Tested Scoring 65-100	83%	84%	82%	91%	50%	50%
Percentage of Tested Scoring 85-100	16%	21%	20%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			0%

\* 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
<b>Comprehensive French</b>						
Number Tested	47	42	32	2	2	0
Number Scoring 55-100	44	42	32	#	#	0
Number Scoring 65-100	42	41	32	#	#	0
Number Scoring 85-100	16	22	24	#	#	0
Percentage of Tested Scoring 55-100	94%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	89%	98%	100%	#	#	0%
Percentage of Tested Scoring 85-100	34%	52%	75%	#	#	0%
<b>Comprehensive Italian</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 German</b>						
Number Tested	0	1	0	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%
<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	208	185	210	14	5	8
Number Scoring 55-100	208	185	207	14	5	8
Number Scoring 65-100	203	183	204	12	5	6
Number Scoring 85-100	140	127	144	5	2	2
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65-100	98%	99%	97%	86%	100%	75%
Percentage of Tested Scoring 85-100	67%	69%	69%	36%	40%	25%
<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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	277	19	1	21	5	1
Number Scoring 55-100	258	17	#	18	3	#
Number Scoring 65-100	253	16	#	18	3	#
Number Scoring 85-100	141	2	#	6	0	#
Percentage of Tested Scoring 55-100	93%	89%	#	86%	60%	#
Percentage of Tested Scoring 65-100	91%	84%	#	86%	60%	#
Percentage of Tested Scoring 85-100	51%	11%	#	29%	0%	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	39	100%	34	100%	50	94%
Students with Disabilities	13	92%	9	67%	8	88%

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
<b>Nov 2003</b>	General-Education Students	236	1%	0%	11%	89%
	Students with Disabilities	27	4%	7%	37%	52%
	All Students	263	1%	1%	13%	85%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	275	1%	14%	56%	28%
	Students with Disabilities	34	12%	56%	29%	3%
	All Students	309	3%	19%	53%	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
<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	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	234	234	234	34	34	34	268	268	268
Number Scoring 55–64	0	1	0	6	6	2	6	7	2
Number Scoring 65–84	113	107	133	19	17	23	132	124	156
Number Scoring 85–100	118	123	100	3	3	3	121	126	103
Approved Alternatives	1	0	0	0	0	0	1	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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			25			1
Beginning (0-18)			2			#
Intermediate (19-31)			7			#
Advanced (32-36)			7			#
Proficient (37-39)			9			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			25			1
Beginning (0-14)			7			#
Intermediate (15-24)			6			#
Advanced (25-32)			4			#
Proficient (33-35)			8			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			21			4
Beginning (0-18)			1			#
Intermediate (19-31)			5			#
Advanced (32-36)			4			#
Proficient (37-39)			11			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			21			4
Beginning (0-14)			4			#
Intermediate (15-24)			8			#
Advanced (25-32)			4			#
Proficient (33-35)			5			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			17			5
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			2			0
Proficient (37-39)			14			5
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			17			5
Beginning (0-14)			3			2
Intermediate (15-24)			6			2
Advanced (25-32)			5			1
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 - 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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			10			1
Beginning (0-18)			4			#
Intermediate (19-31)			2			#
Advanced (32-36)			4			#
Proficient (37-39)			0			#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			10			1
Beginning (0-14)			2			#
Intermediate (15-24)			5			#
Advanced (25-32)			0			#
Proficient (33-35)			3			#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			16			1
Beginning (0-18)			4			#
Intermediate (19-31)			3			#
Advanced (32-36)			6			#
Proficient (37-39)			3			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			16			1
Beginning (0-14)			5			#
Intermediate (15-24)			3			#
Advanced (25-32)			8			#
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 - L)