

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-19-03-0000

Name: East Rockaway Union Free School District

Superintendent: Mr. Arnold Dodge

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	92	98	91
First	91	94	99
Second	104	90	90
Third	97	97	90
Fourth	101	97	98
Fifth	109	103	98
Sixth	92	109	98
Ungraded Elementary	42	44	50
Seventh	105	95	105
Eighth	89	104	98
Ninth	91	96	100
Tenth	88	89	87
Eleventh	69	80	81
Twelfth	77	67	79
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1247	1263	1264

## 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	43	3.4%	42	3.3%	32	2.5%
Black (Not Hispanic)	7	0.6%	10	0.8%	7	0.6%
Hispanic	74	5.9%	82	6.5%	92	7.3%
White (Not Hispanic)	1123	90.1%	1129	89.4%	1133	89.6%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	23	25	23
Common Branch	23	24	23
English Grade 8	20	24	22
Mathematics Grade 8	21	23	23
Science Grade 8	20	24	25
Social Studies Grade 8	0	0	0
English Grade 10	21	20	20
Mathematics Grade 10	17	16	16
Science Grade 10	17	17	17
Social Studies Grade 10	17	20	21

(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	30	2.4%	31	2.5%	40	3.2%
Eligible for Free Lunch	166	13.3%	159	12.6%	181	14.3%

### 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		95.0%		95.1%		95.3%
Student Suspensions	69	5.5%	44	3.5%	55	4.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.8%	3.6%	3.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	105
Total Other Professional Staff	23
Total Paraprofessionals	32
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

\*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	65	48	74%	62	42	68%	63	51	81%
Students with Disabilities	17	0	0%	8	0	0%	12	1	8%
All Students	82	48	59%	70	42	60%	75	52	69%

\*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	42	28	1	2	2	0
Percent	56%	37%	1%	3%	3%	0%

## 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)
12	1	0	12

\*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			2		0	
	Entered GED Program*			0		0	
	Total Noncompleters			2		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	0	0.0%	2	0.6%	0	0.0%
	Entered GED Program*	6	1.8%	0	0.0%	0	0.0%
	Total Noncompleters	6	1.8%	2	0.6%	0	0.0%

\*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		80	61
	Number of Students with Disabilities		0	29
	Number of All Students		80	90
	Percent of Enrollment		25%	29%
9-12	Number of General-Education Students		40	260
	Number of Students with Disabilities		0	40
	Number of All Students		40	300
	Percent of Enrollment		12%	86%

## 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	20	100%	28	100%	2	#
Latin	0	0%	0	0%	0	0%
Spanish	57	100%	62	98%	19	89%

### 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	1	#	1	#	1	#

(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%	4	#	30	73%
Science	2	#	11	9%	11	64%
Reading	0	0%	1	#	5	40%
Writing	0	0%	2	#	5	40%
Global Studies	0	0%	14	0%	8	88%
U.S. Hist & Gov't	0	0%	2	#	5	60%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	28	100%	10	90%	10	100%
Science	14	79%	8	12%	12	75%
Reading	9	89%	13	77%	13	77%
Writing	10	80%	15	73%	13	77%
Global Studies	4	#	7	29%	6	67%
U.S. Hist & Gov't	5	20%	6	83%	5	80%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	78	73	93	10	12	17
Number Scoring 55–100	75	65	88	7	4	13
Number Scoring 65–100	66	53	79	3	0	10
Number Scoring 85–100	14	28	34	0	0	3
Percentage of Tested Scoring 55–100	96%	89%	95%	70%	33%	76%
Percentage of Tested Scoring 65–100	85%	73%	85%	30%	0%	59%
Percentage of Tested Scoring 85–100	18%	38%	37%	0%	0%	18%
<b>Mathematics A</b>						
Number Tested	6	11	131	0	2	12
Number Scoring 55–100	6	11	115	0	#	8
Number Scoring 65–100	4	7	100	0	#	6
Number Scoring 85–100	0	1	14	0	#	2
Percentage of Tested Scoring 55–100	100%	100%	88%	0%	#	67%
Percentage of Tested Scoring 65–100	67%	64%	76%	0%	#	50%
Percentage of Tested Scoring 85–100	0%	9%	11%	0%	#	17%
<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	80	88	92	14	17	11
Number Scoring 55–100	79	84	85	13	17	7
Number Scoring 65–100	75	68	77	11	11	6
Number Scoring 85–100	28	14	19	0	0	0
Percentage of Tested Scoring 55–100	99%	95%	92%	93%	100%	64%
Percentage of Tested Scoring 65–100	94%	77%	84%	79%	65%	55%
Percentage of Tested Scoring 85–100	35%	16%	21%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	74	63	89	8	4	15
Number Scoring 55–100	68	63	85	5	#	12
Number Scoring 65–100	55	58	80	3	#	10
Number Scoring 85–100	19	8	26	0	#	1
Percentage of Tested Scoring 55–100	92%	100%	96%	62%	#	80%
Percentage of Tested Scoring 65–100	74%	92%	90%	38%	#	67%
Percentage of Tested Scoring 85–100	26%	13%	29%	0%	#	7%

(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	70	84	103	11	15	8
Number Scoring 55–100	67	83	101	9	14	6
Number Scoring 65–100	65	80	99	7	13	6
Number Scoring 85–100	19	21	25	0	1	0
Percentage of Tested Scoring 55–100	96%	99%	98%	82%	93%	75%
Percentage of Tested Scoring 65–100	93%	95%	96%	64%	87%	75%
Percentage of Tested Scoring 85–100	27%	25%	24%	0%	7%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	88	111	109	17	14	12
Number Scoring 55–100	84	104	98	15	10	9
Number Scoring 65–100	70	92	86	10	5	3
Number Scoring 85–100	27	38	38	4	0	1
Percentage of Tested Scoring 55–100	95%	94%	90%	88%	71%	75%
Percentage of Tested Scoring 65–100	80%	83%	79%	59%	36%	25%
Percentage of Tested Scoring 85–100	31%	34%	35%	24%	0%	8%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		43	46		0	2
Number Scoring 55–100		42	37		0	#
Number Scoring 65–100		34	31		0	#
Number Scoring 85–100		5	2		0	#
Percentage of Tested Scoring 55–100		98%	80%		0%	#
Percentage of Tested Scoring 65–100		79%	67%		0%	#
Percentage of Tested Scoring 85–100		12%	4%		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	1	0	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 Italian</b>						
Number Tested	17	10	17	0	0	0
Number Scoring 55–100	17	10	17	0	0	0
Number Scoring 65–100	17	9	17	0	0	0
Number Scoring 85–100	8	4	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	90%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	47%	40%	47%	0%	0%	0%
<b>Comprehensive German</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 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	50	34	45	1	1	0
Number Scoring 55–100	50	34	45	#	#	0
Number Scoring 65–100	49	33	44	#	#	0
Number Scoring 85–100	29	24	25	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	98%	97%	98%	#	#	0%
Percentage of Tested Scoring 85–100	58%	71%	56%	#	#	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	60	57	1	2	1	0
Number Scoring 55–100	52	49	#	#	#	0
Number Scoring 65–100	45	40	#	#	#	0
Number Scoring 85–100	11	10	#	#	#	0
Percentage of Tested Scoring 55–100	87%	86%	#	#	#	0%
Percentage of Tested Scoring 65–100	75%	70%	#	#	#	0%
Percentage of Tested Scoring 85–100	18%	18%	#	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	44	48	39	0	1	1
Number Scoring 55–100	34	39	36	0	#	#
Number Scoring 65–100	31	38	33	0	#	#
Number Scoring 85–100	13	18	10	0	#	#
Percentage of Tested Scoring 55–100	77%	81%	92%	0%	#	#
Percentage of Tested Scoring 65–100	70%	79%	85%	0%	#	#
Percentage of Tested Scoring 85–100	30%	38%	26%	0%	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	11	100%	0	0%	19	100%
Students with Disabilities	9	100%	0	0%	5	100%

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	90	0%	3%	72%	24%
	Students with Disabilities	15	0%	13%	80%	7%
	All Students	105	0%	5%	73%	22%

### 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	83	0%	10%	77%	13%
	Students with Disabilities	13	0%	85%	15%	0%
	All Students	96	0%	20%	69%	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
<b>Elementary Level</b>						
Social Studies	0	1	#	#	#	#
<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

## 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	62	62	62	9	9	9	71	71	71
Number Scoring 55–64	1	2	1	2	1	3	3	3	4
Number Scoring 65–84	36	41	34	7	3	4	43	44	38
Number Scoring 85–100	22	10	26	0	0	1	22	10	27
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)