

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-05-22-03-0009

Grade Range : 9-12

Name: Farmingdale Senior High School

Principal: Robert Lewis

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	460	417	477
Tenth	459	429	400
Eleventh	385	438	411
Twelfth	405	391	445
Ungraded Secondary	45	47	43
Total K-12 Enrollment	1754	1722	1776

## 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	82	4.7%	95	5.5%	80	4.5%
Black (Not Hispanic)	129	7.4%	155	9.0%	144	8.1%
Hispanic	156	8.9%	159	9.2%	155	8.7%
White (Not Hispanic)	1387	79.1%	1313	76.2%	1397	78.7%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	25	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
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**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	71	4.1%	99	5.8%	72	4.1%
<b>Eligible for Free Lunch</b>	104	5.9%	97	5.6%	147	8.3%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</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>		93.9%		94.0%		94.4%
<b>Student Suspensions</b>	94	5.4%	97	5.5%	88	5.1%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	2.1%	2.5%	3.8%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	93%	100%	100%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	150
Total Other Professional Staff	23
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	382	220	58%	325	255	78%	370	303	82%
Students with Disabilities	29	3	10%	37	10	27%	33	7	21%
All Students	411	223	54%	362	265	73%	403	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	10
Percent	62%	28%	1%	1%	5%	2%

## 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)
33	7	5	38

\*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		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	9	0.5%	1	0.1%	1	0.1%
	Entered GED Program*	4	0.2%	4	0.2%	3	0.2%
	Total Noncompleters	13	0.7%	5	0.3%	4	0.2%

\*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
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	#	1	#	1	#
Science	25	92%	2	#	1	#
Reading	3	#	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	19	79%	3	#	1	#
U.S. Hist & Gov't	68	74%	0	0%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	48	71%	44	55%	4	#
Science	57	47%	42	45%	10	20%
Reading	9	56%	3	#	0	0%
Writing	9	100%	5	80%	0	0%
Global Studies	11	64%	28	43%	4	#
U.S. Hist & Gov't	15	60%	3	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	409	432	401	43	35	42
Number Scoring 55–100	394	427	393	35	31	35
Number Scoring 65–100	349	411	389	16	26	33
Number Scoring 85–100	91	251	250	2	1	8
Percentage of Tested Scoring 55–100	96%	99%	98%	81%	89%	83%
Percentage of Tested Scoring 65–100	85%	95%	97%	37%	74%	79%
Percentage of Tested Scoring 85–100	22%	58%	62%	5%	3%	19%
<b>Mathematics A</b>						
Number Tested	0	98	400	0	0	42
Number Scoring 55–100	0	98	352	0	0	16
Number Scoring 65–100	0	98	329	0	0	13
Number Scoring 85–100	0	63	78	0	0	2
Percentage of Tested Scoring 55–100	0%	100%	88%	0%	0%	38%
Percentage of Tested Scoring 65–100	0%	100%	82%	0%	0%	31%
Percentage of Tested Scoring 85–100	0%	64%	20%	0%	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	487	422	392	53	61	48
Number Scoring 55–100	474	392	347	47	43	25
Number Scoring 65–100	443	350	315	31	29	18
Number Scoring 85–100	147	100	90	4	1	4
Percentage of Tested Scoring 55–100	97%	93%	89%	89%	70%	52%
Percentage of Tested Scoring 65–100	91%	83%	80%	58%	48%	38%
Percentage of Tested Scoring 85–100	30%	24%	23%	8%	2%	8%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	378	448	438	39	36	54
Number Scoring 55–100	357	440	428	33	31	49
Number Scoring 65–100	329	398	400	24	23	41
Number Scoring 85–100	142	145	207	4	3	6
Percentage of Tested Scoring 55–100	94%	98%	98%	85%	86%	91%
Percentage of Tested Scoring 65–100	87%	89%	91%	62%	64%	76%
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	459	417	415	32	63	40
Number Scoring 55–100	450	398	397	29	49	30
Number Scoring 65–100	428	377	378	22	34	22
Number Scoring 85–100	84	128	124	1	0	1
Percentage of Tested Scoring 55–100	98%	95%	96%	91%	78%	75%
Percentage of Tested Scoring 65–100	93%	90%	91%	69%	54%	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	260	321	365	28	49	45
Number Scoring 55–100	245	291	331	27	31	28
Number Scoring 65–100	226	263	311	22	22	24
Number Scoring 85–100	50	68	84	2	3	2
Percentage of Tested Scoring 55–100	94%	91%	91%	96%	63%	62%
Percentage of Tested Scoring 65–100	87%	82%	85%	79%	45%	53%
Percentage of Tested Scoring 85–100	19%	21%	23%	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	29	93%	21	86%	1	#

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## 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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	37	37	37	410	410	410
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)