

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	262	245	241
First	272	271	253
Second	258	281	273
Third	254	255	280
Fourth	270	253	266
Fifth	289	265	267
Sixth	263	293	281
Ungraded Elementary	23	25	20
Seventh	311	264	296
Eighth	330	316	266
Ninth	282	311	286
Tenth	254	285	314
Eleventh	272	254	299
Twelfth	282	268	259
Ungraded Secondary	21	20	21
Total K-12 Enrollment	3643	3606	3622

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	109	3.0%	108	3.0%	127	3.5%
Black (Not Hispanic)	265	7.3%	257	7.1%	262	7.2%
Hispanic	360	9.9%	358	9.9%	373	10.3%
White (Not Hispanic)	2909	79.9%	2883	80.0%	2860	79.0%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	19	20
Common Branch	21	21	22
English Grade 8	24	24	24
Mathematics Grade 8	24	23	24
Science Grade 8	25	24	24
Social Studies Grade 8	27	24	25
English Grade 10	20	17	16
Mathematics Grade 10	16	17	16
Science Grade 10	20	18	21
Social Studies Grade 10	22	23	22

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	74	2.0%	96	2.7%	84	2.3%
Eligible for Free Lunch	168	4.6%	167	4.6%	171	4.7%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.7%		95.7%		95.7%
Student Suspensions	68	1.9%	94	2.6%	161	4.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	1.5%	1.2%	1.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	338
Total Other Professional Staff	55
Total Paraprofessionals	220
Teaching Out of Certification*	4

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	251	239	228
	Regents Diplomas	235	234	226
	% Regents Diplomas	94%	98%	99%
	Regents Diplomas with Advanced Designation**			182
	% Regents Diplomas with Advanced Designation			80%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	32	27	28
	Regents Diplomas	16	16	21
	% Regents Diplomas	50%	59%	75%
	Regents Diplomas with Advanced Designation**			3
	% Regents Diplomas with Advanced Designation			11%
	IEP Diplomas or Local Certificates	1	4	0
All Students	Total Graduates*	283	266	256
	Regents Diplomas	251	250	247
	% Regents Diplomas	89%	94%	96%
	Regents Diplomas with Advanced Designation**			185
	% Regents Diplomas with Advanced Designation			72%
	IEP Diplomas or Local Certificates	1	4	0

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	192	33	1	0	2	0	0	0
	Percent	84%	14%	0%	0%	1%	0%	0%	0%
Students with Disabilities	Number	6	19	1	0	1	0	0	1
	Percent	21%	68%	4%	0%	4%	0%	0%	4%
All Students	Number	198	52	2	0	3	0	0	1
	Percent	77%	20%	1%	0%	1%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	2		1	0.1%	0	0.0%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	3		1	0.1%	0	0.0%
Students with Disabilities	Dropped Out	3		1	0.7%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	3		1	0.7%	0	0.0%
All Students	Dropped Out	5	0.5%	2	0.2%	0	0.0%
	Entered GED Program*	1	0.1%	0	0.0%	0	0.0%
	Total Noncompleters	6	0.5%	2	0.2%	0	0.0%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	100	1038
	Number of Students with Disabilities	140	140	141
	Number of All Students	140	240	1179
	Percent of Enrollment	13%	21%	100%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	71	96%	79	96%	65	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	218	98%	196	93%	183	95%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	3	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	18	94%	18	67%	12	92%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	2	#
Science	4	#	0	0%	1	#
Reading	2	#	2	#	2	#
Writing	2	#	2	#	2	#
Global Studies	1	#	4	#	2	#
U.S. Hist & Gov't	1	#	2	#	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	17	94%	10	70%	9	56%
Science	5	60%	6	50%	8	50%
Reading	7	86%	6	83%	9	44%
Writing	8	88%	7	100%	8	100%
Global Studies	5	80%	7	43%	13	54%
U.S. Hist & Gov't	5	80%	7	43%	4	#

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	285	271	303	36	31	37
Number Scoring 55-100	269	263	294	25	27	30
Number Scoring 65-100	258	258	290	19	24	28
Number Scoring 85-100	165	191	224	3	7	7
Percentage of Tested Scoring 55-100	94%	97%	97%	69%	87%	81%
Percentage of Tested Scoring 65-100	91%	95%	96%	53%	77%	76%
Percentage of Tested Scoring 85-100	58%	70%	74%	8%	23%	19%
Mathematics A						
Number Tested	349	680	331	55	86	42
Number Scoring 55-100	294	643	301	29	71	31
Number Scoring 65-100	281	616	287	25	65	26
Number Scoring 85-100	65	280	173	0	2	4
Percentage of Tested Scoring 55-100	84%	95%	91%	53%	83%	74%
Percentage of Tested Scoring 65-100	81%	91%	87%	45%	76%	62%
Percentage of Tested Scoring 85-100	19%	41%	52%	0%	2%	10%
Mathematics B						
Number Tested	203	357	368	7	24	31
Number Scoring 55-100	153	295	267	1	14	11
Number Scoring 65-100	117	257	221	0	11	9
Number Scoring 85-100	28	68	68	0	1	0
Percentage of Tested Scoring 55-100	75%	83%	73%	14%	58%	35%
Percentage of Tested Scoring 65-100	58%	72%	60%	0%	46%	29%
Percentage of Tested Scoring 85-100	14%	19%	18%	0%	4%	0%
Global History and Geography						
Number Tested	277	306	354	34	36	48
Number Scoring 55-100	263	275	328	25	25	35
Number Scoring 65-100	242	265	311	16	22	33
Number Scoring 85-100	128	117	171	2	3	6
Percentage of Tested Scoring 55-100	95%	90%	93%	74%	69%	73%
Percentage of Tested Scoring 65-100	87%	87%	88%	47%	61%	69%
Percentage of Tested Scoring 85-100	46%	38%	48%	6%	8%	12%
U.S. History and Government						
Number Tested	305	264	304	36	26	34
Number Scoring 55-100	294	251	281	27	21	27
Number Scoring 65-100	278	239	263	21	16	24
Number Scoring 85-100	129	112	126	3	2	6
Percentage of Tested Scoring 55-100	96%	95%	92%	75%	81%	79%
Percentage of Tested Scoring 65-100	91%	91%	87%	58%	62%	71%
Percentage of Tested Scoring 85-100	42%	42%	41%	8%	8%	18%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	305	331	322	40	41	41
Number Scoring 55-100	290	315	297	34	35	31
Number Scoring 65-100	267	298	290	24	29	26
Number Scoring 85-100	99	96	125	1	2	3
Percentage of Tested Scoring 55-100	95%	95%	92%	85%	85%	76%
Percentage of Tested Scoring 65-100	88%	90%	90%	60%	71%	63%
Percentage of Tested Scoring 85-100	32%	29%	39%	3%	5%	7%
Physical Setting/Earth Science						
Number Tested	141	104	119	28	21	25
Number Scoring 55-100	133	96	116	26	17	24
Number Scoring 65-100	129	87	107	26	14	21
Number Scoring 85-100	41	15	20	5	3	3
Percentage of Tested Scoring 55-100	94%	92%	97%	93%	81%	96%
Percentage of Tested Scoring 65-100	91%	84%	90%	93%	67%	84%
Percentage of Tested Scoring 85-100	29%	14%	17%	18%	14%	12%
Physical Setting/Chemistry						
Number Tested	214	265	275	6	8	11
Number Scoring 55-100	204	250	272	4	7	10
Number Scoring 65-100	180	218	250	3	4	9
Number Scoring 85-100	45	53	68	0	0	0
Percentage of Tested Scoring 55-100	95%	94%	99%	67%	88%	91%
Percentage of Tested Scoring 65-100	84%	82%	91%	50%	50%	82%
Percentage of Tested Scoring 85-100	21%	20%	25%	0%	0%	0%
Physical Setting/Physics						
Number Tested		0	167		0	2
Number Scoring 55-100		0	158		0	#
Number Scoring 65-100		0	143		0	#
Number Scoring 85-100		0	55		0	#
Percentage of Tested Scoring 55-100		0%	95%		0%	#
Percentage of Tested Scoring 65-100		0%	86%		0%	#
Percentage of Tested Scoring 85-100		0%	33%		0%	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	42	32	67	2	0	3
Number Scoring 55-100	42	32	65	#	0	#
Number Scoring 65-100	41	32	63	#	0	#
Number Scoring 85-100	22	24	25	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	97%	#	0%	#
Percentage of Tested Scoring 65-100	98%	100%	94%	#	0%	#
Percentage of Tested Scoring 85-100	52%	75%	37%	#	0%	#
Comprehensive Italian						
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 German						
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%
Comprehensive Hebrew						
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 Spanish						
Number Tested	185	210	220	5	8	8
Number Scoring 55-100	185	207	219	5	8	8
Number Scoring 65-100	183	204	219	5	6	8
Number Scoring 85-100	127	144	153	2	2	4
Percentage of Tested Scoring 55-100	100%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	99%	97%	100%	100%	75%	100%
Percentage of Tested Scoring 85-100	69%	69%	70%	40%	25%	50%
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	241	0%	0%	16%	83%
	Students with Disabilities	28	4%	4%	29%	64%
	All Students	269	1%	1%	17%	81%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	242	1%	5%	55%	40%
	Students with Disabilities	21	0%	52%	33%	14%
	All Students	263	1%	8%	53%	38%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	225	225	225	29	29	29	254	254	254
Number Scoring 55–64	2	2	0	1	1	3	3	3	3
Number Scoring 65–84	95	111	100	18	18	21	113	129	121
Number Scoring 85–100	124	110	122	2	3	2	126	113	124
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		25	18		1	2
Beginning		2	1		#	#
Intermediate		7	1		#	#
Advanced		7	10		#	#
Proficient		9	6		#	#
Reading and Writing (Grade K-1)						
Number Tested		25	18		1	2
Beginning		7	3		#	#
Intermediate		6	9		#	#
Advanced		4	5		#	#
Proficient		8	1		#	#
Listening and Speaking (Grade 2-4)						
Number Tested		21	15		4	1
Beginning		1	0		#	#
Intermediate		5	1		#	#
Advanced		4	10		#	#
Proficient		11	4		#	#
Reading and Writing (Grade 2-4)						
Number Tested		21	15		4	1
Beginning		4	3		#	#
Intermediate		8	0		#	#
Advanced		4	8		#	#
Proficient		5	4		#	#
Listening and Speaking (Grade 5-6)						
Number Tested		17	16		5	6
Beginning		0	0		0	0
Intermediate		1	2		0	0
Advanced		2	8		0	4
Proficient		14	6		5	2
Reading and Writing (Grade 5-6)						
Number Tested		17	16		5	6
Beginning		3	2		2	0
Intermediate		6	3		2	3
Advanced		5	7		1	3
Proficient		3	4		0	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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		10	8		1	2
Beginning		4	1		#	#
Intermediate		2	2		#	#
Advanced		4	4		#	#
Proficient		0	1		#	#
Reading and Writing (Grade 7-8)						
Number Tested		10	7		1	1
Beginning		2	2		#	#
Intermediate		5	2		#	#
Advanced		0	1		#	#
Proficient		3	2		#	#
Listening and Speaking (Grade 9-12)						
Number Tested		16	17		1	1
Beginning		4	3		#	#
Intermediate		3	4		#	#
Advanced		6	1		#	#
Proficient		3	9		#	#
Reading and Writing (Grade 9-12)						
Number Tested		16	17		1	1
Beginning		5	3		#	#
Intermediate		3	4		#	#
Advanced		8	6		#	#
Proficient		0	4		#	#

*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)