

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-51-07-0004
 Name: Valley Stream Central High School
 Principal: Joseph Pompilio

Grade Range : 10-12

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	0	0	0
Tenth	347	333	371
Eleventh	328	329	335
Twelfth	308	311	328
Ungraded Secondary	0	0	0
Total K-12 Enrollment	983	973	1034

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	102	10.4%	125	12.8%	143	13.8%
Black (Not Hispanic)	154	15.7%	186	19.1%	223	21.6%
Hispanic	123	12.5%	136	14.0%	165	16.0%
White (Not Hispanic)	604	61.4%	526	54.1%	503	48.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	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	23	22	23
Mathematics Grade 10	27	24	21
Science Grade 10	23	23	23
Social Studies Grade 10	23	22	24

(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
52	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the lower 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	8	0.8%	7	0.7%	4	0.4%

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		93.3%		96.5%		95.5%
Student Suspensions	75	7.5%	64	6.5%	61	6.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.3%	0.5%	0.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	98%	96%

Staff Counts

Staff	2002–2003
Total Teachers	91
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	5
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	259	178	69%	292	226	77%	301	248	82%
Students with Disabilities	15	0	0%	12	5	42%	29	6	21%
All Students	274	178	65%	304	231	76%	330	254	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	223	91	1	5	10	0
Percent	68%	28%	0%	2%	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)
29	6	0	29

*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			12		1	
	Entered GED Program*			19		21	
	Total Noncompleters			31		22	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			1		0	
	Total Noncompleters			2		1	
All Students	Dropped Out	21	2.1%	13	1.3%	2	0.2%
	Entered GED Program*	3	0.3%	20	2.1%	21	2.0%
	Total Noncompleters	24	2.4%	33	3.4%	23	2.2%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	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%	17	100%	15	93%

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%	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%	7	29%	7	86%
Science	34	44%	2	#	1	#
Reading	0	0%	1	#	3	#
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	1	#	3	#
U.S. Hist & Gov't	0	0%	1	#	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	48%	6	100%	24	75%
Science	23	48%	1	#	14	64%
Reading	0	0%	0	0%	17	82%
Writing	0	0%	0	0%	4	#
Global Studies	3	#	1	#	23	78%
U.S. Hist & Gov't	3	#	3	#	14	93%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	306	324	358	13	27	29
Number Scoring 55–100	293	295	328	13	22	23
Number Scoring 65–100	273	274	303	10	14	15
Number Scoring 85–100	103	121	127	0	1	0
Percentage of Tested Scoring 55–100	96%	91%	92%	100%	81%	79%
Percentage of Tested Scoring 65–100	89%	85%	85%	77%	52%	52%
Percentage of Tested Scoring 85–100	34%	37%	35%	0%	4%	0%
Mathematics A						
Number Tested	24	231	256	1	33	28
Number Scoring 55–100	11	129	203	#	13	19
Number Scoring 65–100	10	85	142	#	6	12
Number Scoring 85–100	2	2	3	#	0	1
Percentage of Tested Scoring 55–100	46%	56%	79%	#	39%	68%
Percentage of Tested Scoring 65–100	42%	37%	55%	#	18%	43%
Percentage of Tested Scoring 85–100	8%	1%	1%	#	0%	4%
Mathematics B (first administered June 2001)						
Number Tested	0	205	213	0	5	4
Number Scoring 55–100	0	197	175	0	4	#
Number Scoring 65–100	0	177	143	0	4	#
Number Scoring 85–100	0	44	22	0	1	#
Percentage of Tested Scoring 55–100	0%	96%	82%	0%	80%	#
Percentage of Tested Scoring 65–100	0%	86%	67%	0%	80%	#
Percentage of Tested Scoring 85–100	0%	21%	10%	0%	20%	#
Global History and Geography						
Number Tested	322	320	346	30	16	25
Number Scoring 55–100	314	305	317	27	13	22
Number Scoring 65–100	296	287	287	23	9	16
Number Scoring 85–100	108	88	105	2	0	0
Percentage of Tested Scoring 55–100	98%	95%	92%	90%	81%	88%
Percentage of Tested Scoring 65–100	92%	90%	83%	77%	56%	64%
Percentage of Tested Scoring 85–100	34%	28%	30%	7%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	301	313	330	12	28	15
Number Scoring 55–100	272	294	322	9	24	11
Number Scoring 65–100	243	271	299	6	15	10
Number Scoring 85–100	132	113	145	1	1	4
Percentage of Tested Scoring 55–100	90%	94%	98%	75%	86%	73%
Percentage of Tested Scoring 65–100	81%	87%	91%	50%	54%	67%
Percentage of Tested Scoring 85–100	44%	36%	44%	8%	4%	27%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	56	75	112	19	16	24
Number Scoring 55–100	49	75	97	16	16	19
Number Scoring 65–100	39	58	64	11	8	11
Number Scoring 85–100	1	1	1	0	0	0
Percentage of Tested Scoring 55–100	88%	100%	87%	84%	100%	79%
Percentage of Tested Scoring 65–100	70%	77%	57%	58%	50%	46%
Percentage of Tested Scoring 85–100	2%	1%	1%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	204	218	204	11	3	17
Number Scoring 55–100	185	201	176	9	#	12
Number Scoring 65–100	160	174	146	5	#	11
Number Scoring 85–100	50	39	35	0	#	1
Percentage of Tested Scoring 55–100	91%	92%	86%	82%	#	71%
Percentage of Tested Scoring 65–100	78%	80%	72%	45%	#	65%
Percentage of Tested Scoring 85–100	25%	18%	17%	0%	#	6%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		179	244		4	2
Number Scoring 55–100		172	222		#	#
Number Scoring 65–100		136	176		#	#
Number Scoring 85–100		17	31		#	#
Percentage of Tested Scoring 55–100		96%	91%		#	#
Percentage of Tested Scoring 65–100		76%	72%		#	#
Percentage of Tested Scoring 85–100		9%	13%		#	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	24	26	28	0	0	0
Number Scoring 55–100	24	25	28	0	0	0
Number Scoring 65–100	24	25	28	0	0	0
Number Scoring 85–100	15	19	19	0	0	0
Percentage of Tested Scoring 55–100	100%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	73%	68%	0%	0%	0%
Comprehensive Italian						
Number Tested	49	38	37	0	0	1
Number Scoring 55–100	49	38	37	0	0	#
Number Scoring 65–100	49	38	37	0	0	#
Number Scoring 85–100	32	25	26	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	65%	66%	70%	0%	0%	#
Comprehensive German						
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 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	169	172	169	0	3	4
Number Scoring 55–100	169	170	169	0	#	#
Number Scoring 65–100	169	168	169	0	#	#
Number Scoring 85–100	127	118	124	0	#	#
Percentage of Tested Scoring 55–100	100%	99%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	98%	100%	0%	#	#
Percentage of Tested Scoring 85–100	75%	69%	73%	0%	#	#
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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	213	163	29	9	4	0
Number Scoring 55–100	160	149	8	5	#	0
Number Scoring 65–100	133	135	4	4	#	0
Number Scoring 85–100	34	36	0	1	#	0
Percentage of Tested Scoring 55–100	75%	91%	28%	56%	#	0%
Percentage of Tested Scoring 65–100	62%	83%	14%	44%	#	0%
Percentage of Tested Scoring 85–100	16%	22%	0%	11%	#	0%
Sequential Mathematics, Course III						
Number Tested	49	5	1	0	0	0
Number Scoring 55–100	48	5	#	0	0	0
Number Scoring 65–100	48	4	#	0	0	0
Number Scoring 85–100	35	0	#	0	0	0
Percentage of Tested Scoring 55–100	98%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	80%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	71%	0%	#	0%	0%	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	32	100%	2	#	13	100%
Students with Disabilities	4	#	3	#	9	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
Nov 2002	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
June 2003	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
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

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	262	262	262	27	27	27	289	289	289
Number Scoring 55–64	9	14	11	5	8	7	14	22	18
Number Scoring 65–84	146	137	151	20	11	11	166	148	162
Number Scoring 85–100	104	104	98	1	2	1	105	106	99
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)