

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-04-07-03-0000
 Name: Great Neck Union Free School District
 Superintendent: Ronald L. Friedman

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	153	154	148
Kindergarten	349	345	349
First	347	361	367
Second	388	359	374
Third	439	403	370
Fourth	438	449	421
Fifth	389	447	457
Sixth	465	427	478
Ungraded Elementary	68	75	99
Seventh	490	495	449
Eighth	475	500	507
Ninth	490	521	540
Tenth	500	499	542
Eleventh	512	501	501
Twelfth	552	516	498
Ungraded Secondary	23	13	13
Total K-12 Enrollment	5925	5911	5965

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	914	15.4%	987	16.7%	1048	17.6%
Black (Not Hispanic)	177	3.0%	159	2.7%	154	2.6%
Hispanic	419	7.1%	420	7.1%	431	7.2%
White (Not Hispanic)	4415	74.5%	4345	73.5%	4332	72.6%

Average Class Size

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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	374	6.2%	380	6.3%	390	6.4%
Eligible for Free Lunch	350	5.9%	314	5.3%	305	5.1%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.3%		95.9%		96.1%
Student Suspensions	99	1.7%	93	1.6%	105	1.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	3.5%	3.8%	4.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	615
Total Other Professional Staff	93
Total Paraprofessionals	198
Teaching Out of Certification*	8

*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	443	383	86%	428	380	89%	419	369	88%
Students with Disabilities	73	30	41%	65	22	34%	64	26	41%
All Students	516	413	80%	493	402	82%	483	395	82%

*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	408	65	3	0	2	5
Percent	84%	13%	1%	0%	0%	1%

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)
64	26	2	66

*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	3		1		0	0.0%
	Entered GED Program*	8		3		1	0.1%
	Total Noncompleters	11		4		1	0.1%
Students with Disabilities	Dropped Out	3		0		2	0.7%
	Entered GED Program*	0		2		2	0.7%
	Total Noncompleters	3		2		4	1.4%
All Students	Dropped Out	6	0.3%	1	0.0%	2	0.1%
	Entered GED Program*	8	0.4%	5	0.2%	3	0.1%
	Total Noncompleters	14	0.7%	6	0.3%	5	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	83	0	0
	Number of Students with Disabilities	0	38	30
	Number of All Students	83	38	30
	Percent of Enrollment	6%	3%	2%
9-12	Number of General-Education Students	0	6	0
	Number of Students with Disabilities	128	119	124
	Number of All Students	128	125	124
	Percent of Enrollment	6%	6%	6%

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; completer 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	62	100%	20	95%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	44	100%	15	100%	0	0%
Spanish	189	100%	108	95%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	4	#	1	#	0	0%

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	80%	24	79%	19	79%
Science	26	69%	19	58%	15	80%
Reading	12	75%	9	100%	4	#
Writing	5	60%	6	83%	6	67%
Global Studies	13	77%	10	90%	8	75%
U.S. Hist & Gov't	5	20%	9	56%	5	60%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	490	484	506	58	60	53
Number Scoring 55-100	488	465	501	57	50	51
Number Scoring 65-100	475	457	492	47	47	48
Number Scoring 85-100	359	335	364	16	12	14
Percentage of Tested Scoring 55-100	100%	96%	99%	98%	83%	96%
Percentage of Tested Scoring 65-100	97%	94%	97%	81%	78%	91%
Percentage of Tested Scoring 85-100	73%	69%	72%	28%	20%	26%
Mathematics A						
Number Tested	255	405	605	28	43	83
Number Scoring 55-100	240	389	596	21	35	77
Number Scoring 65-100	228	378	582	16	28	72
Number Scoring 85-100	112	231	345	3	8	16
Percentage of Tested Scoring 55-100	94%	96%	99%	75%	81%	93%
Percentage of Tested Scoring 65-100	89%	93%	96%	57%	65%	87%
Percentage of Tested Scoring 85-100	44%	57%	57%	11%	19%	19%
Mathematics B						
Number Tested	0	0	386	0	0	26
Number Scoring 55-100	0	0	365	0	0	21
Number Scoring 65-100	0	0	344	0	0	19
Number Scoring 85-100	0	0	183	0	0	7
Percentage of Tested Scoring 55-100	0%	0%	95%	0%	0%	81%
Percentage of Tested Scoring 65-100	0%	0%	89%	0%	0%	73%
Percentage of Tested Scoring 85-100	0%	0%	47%	0%	0%	27%
Global History and Geography						
Number Tested	473	486	547	56	56	67
Number Scoring 55-100	467	476	540	52	50	63
Number Scoring 65-100	456	462	528	45	42	62
Number Scoring 85-100	282	321	411	13	12	27
Percentage of Tested Scoring 55-100	99%	98%	99%	93%	89%	94%
Percentage of Tested Scoring 65-100	96%	95%	97%	80%	75%	93%
Percentage of Tested Scoring 85-100	60%	66%	75%	23%	21%	40%
U.S. History and Government						
Number Tested	489	492	475	64	56	53
Number Scoring 55-100	486	490	473	62	55	51
Number Scoring 65-100	473	480	466	54	47	45
Number Scoring 85-100	298	380	369	11	22	22
Percentage of Tested Scoring 55-100	99%	100%	100%	97%	98%	96%
Percentage of Tested Scoring 65-100	97%	98%	98%	84%	84%	85%
Percentage of Tested Scoring 85-100	61%	77%	78%	17%	39%	42%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	445	504	533	50	58	59
Number Scoring 55-100	445	499	523	50	56	53
Number Scoring 65-100	444	491	517	49	53	50
Number Scoring 85-100	267	320	322	8	14	9
Percentage of Tested Scoring 55-100	100%	99%	98%	100%	97%	90%
Percentage of Tested Scoring 65-100	100%	97%	97%	98%	91%	85%
Percentage of Tested Scoring 85-100	60%	63%	60%	16%	24%	15%
Physical Setting/Earth Science						
Number Tested	441	446	449	45	46	52
Number Scoring 55-100	440	443	443	44	44	48
Number Scoring 65-100	435	438	430	40	42	42
Number Scoring 85-100	306	330	256	13	18	14
Percentage of Tested Scoring 55-100	100%	99%	99%	98%	96%	92%
Percentage of Tested Scoring 65-100	99%	98%	96%	89%	91%	81%
Percentage of Tested Scoring 85-100	69%	74%	57%	29%	39%	27%
Physical Setting/Chemistry						
Number Tested	383	395	446	24	16	23
Number Scoring 55-100	375	394	441	24	16	22
Number Scoring 65-100	342	380	417	21	14	20
Number Scoring 85-100	94	162	168	1	2	4
Percentage of Tested Scoring 55-100	98%	100%	99%	100%	100%	96%
Percentage of Tested Scoring 65-100	89%	96%	93%	88%	88%	87%
Percentage of Tested Scoring 85-100	25%	41%	38%	4%	12%	17%
Physical Setting/Physics						
Number Tested			32			0
Number Scoring 55-100			32			0
Number Scoring 65-100			32			0
Number Scoring 85-100			21			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			66%			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
Comprehensive French						
Number Tested	63	42	58	0	0	0
Number Scoring 55-100	63	42	58	0	0	0
Number Scoring 65-100	63	42	58	0	0	0
Number Scoring 85-100	50	31	47	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	79%	74%	81%	0%	0%	0%
Comprehensive Italian						
Number Tested	3	5	10	0	0	0
Number Scoring 55-100	#	5	10	0	0	0
Number Scoring 65-100	#	5	10	0	0	0
Number Scoring 85-100	#	5	10	0	0	0
Percentage of Tested Scoring 55-100	#	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	100%	100%	0%	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	7	26	27	2	0	4
Number Scoring 55-100	7	26	26	#	0	#
Number Scoring 65-100	7	24	26	#	0	#
Number Scoring 85-100	5	14	16	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	96%	#	0%	#
Percentage of Tested Scoring 65-100	100%	92%	96%	#	0%	#
Percentage of Tested Scoring 85-100	71%	54%	59%	#	0%	#
Comprehensive Spanish						
Number Tested	285	290	307	26	22	17
Number Scoring 55-100	283	290	305	25	22	17
Number Scoring 65-100	283	288	305	25	21	17
Number Scoring 85-100	225	233	245	14	15	9
Percentage of Tested Scoring 55-100	99%	100%	99%	96%	100%	100%
Percentage of Tested Scoring 65-100	99%	99%	99%	96%	95%	100%
Percentage of Tested Scoring 85-100	79%	80%	80%	54%	68%	53%
Comprehensive Latin						
Number Tested	22	41	57	1	0	1
Number Scoring 55-100	22	41	57	#	0	#
Number Scoring 65-100	22	41	57	#	0	#
Number Scoring 85-100	21	39	57	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	95%	95%	100%	#	0%	#

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	456	440	54	36	34	8
Number Scoring 55-100	415	376	42	23	24	6
Number Scoring 65-100	394	351	30	19	18	3
Number Scoring 85-100	295	233	8	9	6	0
Percentage of Tested Scoring 55-100	91%	85%	78%	64%	71%	75%
Percentage of Tested Scoring 65-100	86%	80%	56%	53%	53%	38%
Percentage of Tested Scoring 85-100	65%	53%	15%	25%	18%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	4	#	0	0%

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
Nov 2003	General-Education Students	408	0%	0%	15%	85%
	Students with Disabilities	57	4%	4%	49%	44%
	All Students	465	0%	0%	19%	80%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	438	0%	15%	57%	28%
	Students with Disabilities	67	7%	54%	34%	4%
	All Students	505	1%	20%	54%	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
Elementary Level						
Social Studies	6	0	0	0	0	6
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	417	417	417	71	71	71	488	488	488
Number Scoring 55–64	4	2	2	5	8	4	9	10	6
Number Scoring 65–84	144	72	93	39	27	33	183	99	126
Number Scoring 85–100	260	339	319	14	24	22	274	363	341
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			71			0
Beginning (0-18)			1			0
Intermediate (19-31)			7			0
Advanced (32-36)			26			0
Proficient (37-39)			37			0
Reading and Writing (Grade K-1)						
Number Tested			71			0
Beginning (0-14)			11			0
Intermediate (15-24)			9			0
Advanced (25-32)			25			0
Proficient (33-35)			26			0
Listening and Speaking (Grade 2-4)						
Number Tested			69			3
Beginning (0-18)			1			#
Intermediate (19-31)			7			#
Advanced (32-36)			22			#
Proficient (37-39)			39			#
Reading and Writing (Grade 2-4)						
Number Tested			69			3
Beginning (0-14)			4			#
Intermediate (15-24)			22			#
Advanced (25-32)			26			#
Proficient (33-35)			17			#
Listening and Speaking (Grade 5-6)						
Number Tested			52			16
Beginning (0-18)			1			0
Intermediate (19-31)			2			0
Advanced (32-36)			5			2
Proficient (37-39)			44			14
Reading and Writing (Grade 5-6)						
Number Tested			52			16
Beginning (0-14)			1			0
Intermediate (15-24)			13			7
Advanced (25-32)			30			8
Proficient (33-35)			8			1

*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
Listening and Speaking (Grade 7-8)						
Number Tested			24			0
Beginning (0-18)			2			0
Intermediate (19-31)			7			0
Advanced (32-36)			12			0
Proficient (37-39)			3			0
Reading and Writing (Grade 7-8)						
Number Tested			25			0
Beginning (0-14)			2			0
Intermediate (15-24)			9			0
Advanced (25-32)			11			0
Proficient (33-35)			3			0
Listening and Speaking (Grade 9-12)						
Number Tested			80			3
Beginning (0-18)			4			#
Intermediate (19-31)			16			#
Advanced (32-36)			27			#
Proficient (37-39)			33			#
Reading and Writing (Grade 9-12)						
Number Tested			80			3
Beginning (0-14)			10			#
Intermediate (15-24)			20			#
Advanced (25-32)			44			#
Proficient (33-35)			6			#

*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)