# New York State District Report Card Comprehensive Information Report 

BEDS Code: 28-02-13-02-0000
Name: Valley Stream 13 Union Free School District
Superintendent: Elizabeth Lison
Fall Enrollment

| Grade | $\mathbf{2 0 0 0 - 2 0 0 1}$ | $\mathbf{2 0 0 1 - 2 0 0 2}$ | $\mathbf{2 0 0 2 - 2 0 0 3}$ |
| :--- | :---: | :---: | :---: |
| Pre-K | 0 | 0 | 6 |
| Kindergarten | 285 | 277 | 296 |
| First | 294 | 283 | 291 |
| Second | 310 | 291 | 281 |
| Third | 334 | 314 | 295 |
| Fourth | 315 | 325 | 318 |
| Fifth | 364 | 320 | 318 |
| Sixth | 320 | 365 | 329 |
| Ungraded Elementary | 32 | 51 | 58 |
| Seventh | 0 | 0 | 0 |
| Eighth | 0 | 0 | 0 |
| Ninth | 0 | 0 | 0 |
| Tenth | 0 | 0 | 0 |
| Eleventh | 0 | 0 | 0 |
| Twelfth | 0 | 0 | 0 |
| Ungraded Secondary | 0 | 0 | 0 |
| Total K-12 Enrollment | 2254 | 2226 | 2186 |

## Student Racial/Ethnic Origin

| Race/Ethnicity | 2000-2001 |  | 2001-2002 |  | 2002-2003 |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | No. of <br> Students | \% of Enroll. | No. of <br> Students | \% of Enroll. | No. of <br> Students | \% of Enroll. |
| American Indian, Alaskan, Asian, <br> or Pacific Islander | 227 | $10.1 \%$ | 194 | $8.7 \%$ | 256 | $11.7 \%$ |
| Black (Not Hispanic) | 253 | $11.2 \%$ | 270 | $12.1 \%$ | 305 | $14.0 \%$ |
| Hispanic | 219 | $9.7 \%$ | 212 | $9.5 \%$ | 276 | $12.6 \%$ |
| White (Not Hispanic) | 1555 | $69.0 \%$ | 1550 | $69.6 \%$ | 1349 | $61.7 \%$ |

Average Class Size

| Grade Level | 2000-2001 | 2001-2002 | $\mathbf{2 0 0 2 - 2 0 0 3}$ |
| :--- | :---: | :---: | :---: |
| Kindergarten | 23 | 22 | 23 |
| Common Branch | 22 | 21 | 20 |
| 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 | 0 | 0 | 0 |
| Mathematics Grade 10 | 0 | 0 | 0 |
| Science Grade 10 | 0 | 0 | 0 |
| Social Studies Grade 10 | 0 | 0 | 0 |

(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 <br> 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 | 108 | $4.8 \%$ | 108 | $4.9 \%$ | 103 | $4.7 \%$ |
| Eligible for Free Lunch | 131 | $5.8 \%$ | 106 | $4.8 \%$ | 114 | $5.2 \%$ |

## Attendance and Suspension

|  | 1999-2000 |  | 2000-2001 |  | 2001-2002 |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | No. of <br> Students | \% of <br> Enroll. | No. of <br> Students | \% of <br> Enroll. | No. of <br> Students | \% of <br> Enroll. |
| Annual Attendance Rate |  | $98.2 \%$ |  | $97.4 \%$ |  | $96.5 \%$ |
| Student Suspensions | 6 | $0.3 \%$ | 6 | $0.3 \%$ | 8 | $0.4 \%$ |

## Student Socioeconomic and Stability Indicators <br> (Percent of Enrollment)

|  | $\mathbf{2 0 0 0 - 2 0 0 1}$ | $\mathbf{2 0 0 1 - 2 0 0 2}$ | $\mathbf{2 0 0 2 - 2 0 0 3}$ |
| :--- | :---: | :---: | :---: |
| Reduced Lunch | $4.0 \%$ | $3.0 \%$ | $2.6 \%$ |
| Public Assistance | NA | NA | NA |
| Student Stability | NA | NA | NA |


| Staff Counts |  |
| :--- | :---: |
| Staff  | 2002-2003 |
| Total Teachers | 172 |
| Total Other Professional Staff | 18 |
| Total Paraprofessionals | 48 |
| 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.

# Career Development and Occupational Studies (CDOS) 

Percentage of Students Documenting Self- and
Career-Awareness Information and Career Exploration Activities, K-3

| Grades | $\mathbf{2 0 0 0}-\mathbf{0 1}$ | $\mathbf{2 0 0 1 - 0 2}$ | $\mathbf{2 0 0 2 - 0 3}$ |
| :---: | :---: | :---: | :---: |
| $\mathbf{K} \mathbf{1}$ |  | $0 \%$ | $0 \%$ |
| $\mathbf{2 - 3}$ |  | $0 \%$ | $0 \%$ |

## Students Developing a Career Plan, 4-12

| Grades |  | $\mathbf{2 0 0 0}-\mathbf{0 1}$ | $\mathbf{2 0 0 1 - 0 2}$ | $\mathbf{2 0 0 2 - 0 3}$ |
| :---: | :--- | :---: | :---: | :---: |
| $\mathbf{4 - 5}$ | Number of General-Education Students |  | 0 | 0 |
|  | Number of Students with Disabilities |  | 0 | 0 |
|  | Number of All Students |  | 0 | 0 |
|  | Percent of Enrollment |  | $0 \%$ | $0 \%$ |
|  | Number of General-Education Students |  | 0 | 0 |
|  | Number of Students with Disabilities |  | 0 | 0 |
|  | Number of All Students |  | 0 | 0 |
|  | Percent of Enrollment |  | $0 \%$ | $0 \%$ |
| $\mathbf{9 - 1 2}$ | 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 | $0 \%$ | 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)

Introduction to Occupations Examination

|  | 2000-2001 |  | 2001-2002 |  | 2002-2003 |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | No. Tested | \% Passing | No. Tested | \% Passing | No. Tested | \% Passing |
| General-Education Students | 0 | $0 \%$ | 0 | $0 \%$ | 0 | $0 \%$ |
| Students with Disabilities | 0 | $0 \%$ | 0 | $0 \%$ | 0 | $0 \%$ |

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 <br> Tested | \% at <br> Level 1 | \% at <br> Level 2 | \% at <br> Level 3 | \% at <br> Level 4 |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: |
| Nov 2002 | General-Education Students | 280 | $1 \%$ | $1 \%$ | $52 \%$ | $47 \%$ |
|  | Students with Disabilities | 44 | $0 \%$ | $9 \%$ | $89 \%$ | $2 \%$ |
|  | All Students | 324 | $1 \%$ | $2 \%$ | $57 \%$ | $41 \%$ |

## Middle-Level Social Studies

|  |  | Number <br> Tested | \% at <br> Level 1 | \% at <br> Level 2 | \% at <br> Level 3 | \% at <br> 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)

