

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-04-07-03-0000

Name: Great Neck Union Free School District

Superintendent: William A. Shine

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	133	153	154
Kindergarten	314	349	345
First	381	347	361
Second	424	388	359
Third	422	439	403
Fourth	385	438	449
Fifth	438	389	447
Sixth	486	465	427
Ungraded Elementary	78	68	75
Seventh	465	490	495
Eighth	456	475	500
Ninth	488	490	521
Tenth	504	500	499
Eleventh	544	512	501
Twelfth	513	552	516
Ungraded Secondary	14	23	13
Total K-12 Enrollment	5912	5925	5911

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	858	14.5%	914	15.4%	987	16.7%
Black (Not Hispanic)	181	3.1%	177	3.0%	159	2.7%
Hispanic	445	7.5%	419	7.1%	420	7.1%
White (Not Hispanic)	4428	74.9%	4415	74.5%	4345	73.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	17	16
Common Branch	19	19	19
English Grade 8	23	21	23
Mathematics Grade 8	20	20	22
Science Grade 8	24	22	24
Social Studies Grade 8	22	22	22
English Grade 10	22	22	21
Mathematics Grade 10	18	22	17
Science Grade 10	23	25	25
Social Studies Grade 10	22	24	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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	410	6.8%	374	6.1%	380	6.3%
Eligible for Free Lunch	362	6.1%	350	5.9%	314	5.3%

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		96.0%		96.3%		95.9%
Student Suspensions	100	1.7%	99	1.7%	93	1.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.8%	3.5%	3.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	616
Total Other Professional Staff	87
Total Paraprofessionals	186
Teaching Out of Certification*	21
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	406	358	88%	443	383	86%	428	380	89%
Students with Disabilities	63	20	32%	73	30	41%	65	22	34%
All Students	469	378	81%	516	413	80%	493	402	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 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	391	50	0	1	31	20
Percent	79%	10%	0%	0%	6%	4%

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)
65	22	1	66

*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			3		1	
	Entered GED Program*			8		3	
	Total Noncompleters			11		4	
Students with Disabilities	Dropped Out			3		0	
	Entered GED Program*			0		2	
	Total Noncompleters			3		2	
All Students	Dropped Out	2	0.1%	6	0.3%	1	0.0%
	Entered GED Program*	3	0.1%	8	0.4%	5	0.2%
	Total Noncompleters	5	0.2%	14	0.7%	6	0.3%

*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		83	0
	Number of Students with Disabilities		0	38
	Number of All Students		83	38
	Percent of Enrollment		6%	3%
9-12	Number of General-Education Students		0	6
	Number of Students with Disabilities		128	119
	Number of All Students		128	125
	Percent of Enrollment		6%	6%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	41	100%	62	100%	20	95%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	41	100%	44	100%	15	100%
Spanish	222	100%	189	100%	108	95%

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	1	#	0	0%	0	0%
Spanish	7	100%	4	#	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%	0	0%	3	#
Science	1	#	1	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	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
Mathematics	36	92%	20	80%	24	79%
Science	36	64%	26	69%	19	58%
Reading	17	94%	12	75%	9	100%
Writing	21	90%	5	60%	6	83%
Global Studies	16	62%	13	77%	10	90%
U.S. Hist & Gov't	27	59%	5	20%	9	56%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	539	490	484	73	58	60
Number Scoring 55–100	529	488	465	69	57	50
Number Scoring 65–100	517	475	457	64	47	47
Number Scoring 85–100	417	359	335	24	16	12
Percentage of Tested Scoring 55–100	98%	100%	96%	95%	98%	83%
Percentage of Tested Scoring 65–100	96%	97%	94%	88%	81%	78%
Percentage of Tested Scoring 85–100	77%	73%	69%	33%	28%	20%
Mathematics A						
Number Tested	0	255	405	0	28	43
Number Scoring 55–100	0	240	389	0	21	35
Number Scoring 65–100	0	228	378	0	16	28
Number Scoring 85–100	0	112	231	0	3	8
Percentage of Tested Scoring 55–100	0%	94%	96%	0%	75%	81%
Percentage of Tested Scoring 65–100	0%	89%	93%	0%	57%	65%
Percentage of Tested Scoring 85–100	0%	44%	57%	0%	11%	19%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	483	473	486	65	56	56
Number Scoring 55–100	478	467	476	60	52	50
Number Scoring 65–100	463	456	462	45	45	42
Number Scoring 85–100	327	282	321	14	13	12
Percentage of Tested Scoring 55–100	99%	99%	98%	92%	93%	89%
Percentage of Tested Scoring 65–100	96%	96%	95%	69%	80%	75%
Percentage of Tested Scoring 85–100	68%	60%	66%	22%	23%	21%
U.S. History and Government (first administered June 2001)						
Number Tested	545	489	492	75	64	56
Number Scoring 55–100	527	486	490	64	62	55
Number Scoring 65–100	510	473	480	50	54	47
Number Scoring 85–100	400	298	380	22	11	22
Percentage of Tested Scoring 55–100	97%	99%	100%	85%	97%	98%
Percentage of Tested Scoring 65–100	94%	97%	98%	67%	84%	84%
Percentage of Tested Scoring 85–100	73%	61%	77%	29%	17%	39%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	426	445	504	43	50	58
Number Scoring 55–100	424	445	499	41	50	56
Number Scoring 65–100	421	444	491	40	49	53
Number Scoring 85–100	216	267	320	8	8	14
Percentage of Tested Scoring 55–100	100%	100%	99%	95%	100%	97%
Percentage of Tested Scoring 65–100	99%	100%	97%	93%	98%	91%
Percentage of Tested Scoring 85–100	51%	60%	63%	19%	16%	24%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	419	441	446	48	45	46
Number Scoring 55–100	417	440	443	47	44	44
Number Scoring 65–100	410	435	438	42	40	42
Number Scoring 85–100	294	306	330	18	13	18
Percentage of Tested Scoring 55–100	100%	100%	99%	98%	98%	96%
Percentage of Tested Scoring 65–100	98%	99%	98%	88%	89%	91%
Percentage of Tested Scoring 85–100	70%	69%	74%	38%	29%	39%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		383	395		24	16
Number Scoring 55–100		375	394		24	16
Number Scoring 65–100		342	380		21	14
Number Scoring 85–100		94	162		1	2
Percentage of Tested Scoring 55–100		98%	100%		100%	100%
Percentage of Tested Scoring 65–100		89%	96%		88%	88%
Percentage of Tested Scoring 85–100		25%	41%		4%	12%
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	73	63	42	0	0	0
Number Scoring 55–100	73	63	42	0	0	0
Number Scoring 65–100	73	63	42	0	0	0
Number Scoring 85–100	59	50	31	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	81%	79%	74%	0%	0%	0%
Comprehensive Italian						
Number Tested	3	3	5	0	0	0
Number Scoring 55–100	#	#	5	0	0	0
Number Scoring 65–100	#	#	5	0	0	0
Number Scoring 85–100	#	#	5	0	0	0
Percentage of Tested Scoring 55–100	#	#	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	#	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	#	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	41	7	26	4	2	0
Number Scoring 55–100	41	7	26	#	#	0
Number Scoring 65–100	41	7	24	#	#	0
Number Scoring 85–100	31	5	14	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	100%	92%	#	#	0%
Percentage of Tested Scoring 85–100	76%	71%	54%	#	#	0%
Comprehensive Spanish						
Number Tested	298	285	290	9	26	22
Number Scoring 55–100	298	283	290	9	25	22
Number Scoring 65–100	296	283	288	9	25	21
Number Scoring 85–100	256	225	233	5	14	15
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	96%	100%
Percentage of Tested Scoring 65–100	99%	99%	99%	100%	96%	95%
Percentage of Tested Scoring 85–100	86%	79%	80%	56%	54%	68%
Comprehensive Latin						
Number Tested	37	22	41	0	1	0
Number Scoring 55–100	37	22	41	0	#	0
Number Scoring 65–100	37	22	41	0	#	0
Number Scoring 85–100	36	21	39	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	97%	95%	95%	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	504	483	19	63	47	3
Number Scoring 55–100	465	448	13	45	34	#
Number Scoring 65–100	449	429	11	39	29	#
Number Scoring 85–100	320	290	4	12	7	#
Percentage of Tested Scoring 55–100	92%	93%	68%	71%	72%	#
Percentage of Tested Scoring 65–100	89%	89%	58%	62%	62%	#
Percentage of Tested Scoring 85–100	63%	60%	21%	19%	15%	#
Sequential Mathematics, Course III						
Number Tested	469	456	440	30	36	34
Number Scoring 55–100	441	415	376	20	23	24
Number Scoring 65–100	428	394	351	17	19	18
Number Scoring 85–100	285	295	233	2	9	6
Percentage of Tested Scoring 55–100	94%	91%	85%	67%	64%	71%
Percentage of Tested Scoring 65–100	91%	86%	80%	57%	53%	53%
Percentage of Tested Scoring 85–100	61%	65%	53%	7%	25%	18%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	5	100%	0	0%	0	0%
Students with Disabilities	6	100%	0	0%	4	#

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	395	0%	0%	37%	63%
	Students with Disabilities	42	0%	10%	67%	24%
	All Students	437	0%	1%	40%	59%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	422	0%	8%	54%	38%
	Students with Disabilities	63	3%	43%	49%	5%
	All Students	485	0%	12%	54%	34%

(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	418	418	418	68	68	68	486	486	486
Number Scoring 55–64	1	2	3	6	8	3	7	10	6
Number Scoring 65–84	98	115	96	40	39	35	138	154	131
Number Scoring 85–100	310	296	315	12	14	12	322	310	327
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)