

New York State District Report Card Comprehensive Information Report

BEDS Code: 13-08-01-06-0000

Name: Hyde Park Central School District

Superintendent: David A. Burpee

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	349	320	330
First	343	379	350
Second	343	352	368
Third	343	345	342
Fourth	350	349	350
Fifth	365	366	346
Sixth	388	379	363
Ungraded Elementary	83	96	87
Seventh	337	374	401
Eighth	354	334	372
Ninth	362	378	384
Tenth	366	358	352
Eleventh	289	308	311
Twelfth	271	301	315
Ungraded Secondary	68	55	58
Total K-12 Enrollment	4611	4694	4729

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	98	2.1%	84	1.8%	80	1.7%
Black (Not Hispanic)	418	9.1%	501	10.7%	490	10.4%
Hispanic	169	3.7%	163	3.5%	182	3.8%
White (Not Hispanic)	3926	85.1%	3946	84.1%	3977	84.1%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	21	21
Common Branch	24	23	22
English Grade 8	24	22	23
Mathematics Grade 8	24	31	24
Science Grade 8	24	23	22
Social Studies Grade 8	24	22	24
English Grade 10	20	17	24
Mathematics Grade 10	21	18	0
Science Grade 10	24	22	23
Social Studies Grade 10	20	22	22

(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 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	110	2.4%	126	2.7%	104	2.2%
Eligible for Free Lunch	592	12.8%	568	12.1%	495	10.5%

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		93.7%		93.5%		93.1%
Student Suspensions	280	6.1%	389	8.4%	378	8.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.5%	6.5%	6.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	331
Total Other Professional Staff	54
Total Paraprofessionals	82
Teaching Out of Certification*	10
Teachers with Temporary Licenses	1

*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	222	142	64%	253	136	54%	272	174	64%
Students with Disabilities	21	2	10%	0	0	0%	20	2	10%
All Students	243	144	59%	253	136	54%	292	176	60%

*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	112	136	0	8	19	17
Percent	38%	47%	0%	3%	7%	6%

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)
20	2	6	26

*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			50		30	
	Entered GED Program*			14		28	
	Total Noncompleters			64		58	
Students with Disabilities	Dropped Out			0		6	
	Entered GED Program*			0		4	
	Total Noncompleters			0		10	
All Students	Dropped Out	25	1.9%	50	3.6%	36	2.6%
	Entered GED Program*	4	0.3%	14	1.0%	32	2.3%
	Total Noncompleters	29	2.2%	64	4.6%	68	4.8%

*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	12
	Number of Students with Disabilities		0	12
	Number of All Students		0	24
	Percent of Enrollment		0%	2%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	128	83%	106	82%	53	85%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	12	83%	0	0%
Spanish	174	82%	171	84%	259	93%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	7	57%	0	0%	6	50%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	16	44%	1	#	29	76%

(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%	10	90%	4	#
Science	6	67%	7	86%	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	0	0%
Global Studies	8	38%	8	38%	2	#
U.S. Hist & Gov't	2	#	2	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	82%	0	0%	17	94%
Science	9	56%	1	#	9	56%
Reading	10	70%	0	0%	13	92%
Writing	10	70%	0	0%	11	100%
Global Studies	4	#	0	0%	12	92%
U.S. Hist & Gov't	4	#	1	#	9	56%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	302	314	344	25	0	35
Number Scoring 55–100	296	301	300	22	0	13
Number Scoring 65–100	277	284	275	20	0	5
Number Scoring 85–100	115	178	155	0	0	1
Percentage of Tested Scoring 55–100	98%	96%	87%	88%	0%	37%
Percentage of Tested Scoring 65–100	92%	90%	80%	80%	0%	14%
Percentage of Tested Scoring 85–100	38%	57%	45%	0%	0%	3%
Mathematics A						
Number Tested	0	314	373	0	0	44
Number Scoring 55–100	0	192	259	0	0	20
Number Scoring 65–100	0	144	193	0	0	14
Number Scoring 85–100	0	42	14	0	0	0
Percentage of Tested Scoring 55–100	0%	61%	69%	0%	0%	45%
Percentage of Tested Scoring 65–100	0%	46%	52%	0%	0%	32%
Percentage of Tested Scoring 85–100	0%	13%	4%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	111	0	177	23	0	0
Number Scoring 55–100	75	0	141	19	0	0
Number Scoring 65–100	43	0	118	10	0	0
Number Scoring 85–100	0	0	30	0	0	0
Percentage of Tested Scoring 55–100	68%	0%	80%	83%	0%	0%
Percentage of Tested Scoring 65–100	39%	0%	67%	43%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	17%	0%	0%	0%
Global History and Geography						
Number Tested	326	349	365	43	0	41
Number Scoring 55–100	315	316	312	36	0	27
Number Scoring 65–100	288	280	283	25	0	21
Number Scoring 85–100	92	75	121	2	0	2
Percentage of Tested Scoring 55–100	97%	91%	85%	84%	0%	66%
Percentage of Tested Scoring 65–100	88%	80%	78%	58%	0%	51%
Percentage of Tested Scoring 85–100	28%	21%	33%	5%	0%	5%
U.S. History and Government (first administered June 2001)						
Number Tested	279	336	352	24	2	40
Number Scoring 55–100	258	315	333	18	#	33
Number Scoring 65–100	232	284	317	11	#	26
Number Scoring 85–100	120	125	175	2	#	2
Percentage of Tested Scoring 55–100	92%	94%	95%	75%	#	82%
Percentage of Tested Scoring 65–100	83%	85%	90%	46%	#	65%
Percentage of Tested Scoring 85–100	43%	37%	50%	8%	#	5%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	271	253	299	7	0	22
Number Scoring 55–100	266	244	277	5	0	16
Number Scoring 65–100	262	239	268	5	0	13
Number Scoring 85–100	76	84	95	0	0	1
Percentage of Tested Scoring 55–100	98%	96%	93%	71%	0%	73%
Percentage of Tested Scoring 65–100	97%	94%	90%	71%	0%	59%
Percentage of Tested Scoring 85–100	28%	33%	32%	0%	0%	5%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	281	364	349	18	0	20
Number Scoring 55–100	268	323	311	17	0	13
Number Scoring 65–100	248	300	287	13	0	10
Number Scoring 85–100	82	83	104	0	0	2
Percentage of Tested Scoring 55–100	95%	89%	89%	94%	0%	65%
Percentage of Tested Scoring 65–100	88%	82%	82%	72%	0%	50%
Percentage of Tested Scoring 85–100	29%	23%	30%	0%	0%	10%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		199	194		0	1
Number Scoring 55–100		188	175		0	#
Number Scoring 65–100		141	123		0	#
Number Scoring 85–100		14	21		0	#
Percentage of Tested Scoring 55–100		94%	90%		0%	#
Percentage of Tested Scoring 65–100		71%	63%		0%	#
Percentage of Tested Scoring 85–100		7%	11%		0%	#
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	74	44	80	0	0	1
Number Scoring 55–100	74	44	78	0	0	#
Number Scoring 65–100	72	42	78	0	0	#
Number Scoring 85–100	42	16	44	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	97%	95%	97%	0%	0%	#
Percentage of Tested Scoring 85–100	57%	36%	55%	0%	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	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	108	123	99	0	0	0
Number Scoring 55–100	107	122	95	0	0	0
Number Scoring 65–100	106	116	94	0	0	0
Number Scoring 85–100	66	59	47	0	0	0
Percentage of Tested Scoring 55–100	99%	99%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	94%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	61%	48%	47%	0%	0%	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	310	284	190	1	0	4
Number Scoring 55–100	225	210	171	#	0	#
Number Scoring 65–100	181	187	145	#	0	#
Number Scoring 85–100	49	52	42	#	0	#
Percentage of Tested Scoring 55–100	73%	74%	90%	#	0%	#
Percentage of Tested Scoring 65–100	58%	66%	76%	#	0%	#
Percentage of Tested Scoring 85–100	16%	18%	22%	#	0%	#
Sequential Mathematics, Course III						
Number Tested	142	213	0	2	0	0
Number Scoring 55–100	116	187	0	#	0	0
Number Scoring 65–100	102	177	0	#	0	0
Number Scoring 85–100	41	99	0	#	0	0
Percentage of Tested Scoring 55–100	82%	88%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	72%	83%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	29%	46%	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	2	#	27	89%	12	92%
Students with Disabilities	2	#	2	#	10	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	306	1%	9%	70%	20%
	Students with Disabilities	33	24%	15%	55%	6%
	All Students	339	4%	9%	68%	19%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	307	0%	25%	64%	11%
	Students with Disabilities	53	0%	68%	30%	2%
	All Students	360	0%	32%	59%	9%

(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	3	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	291	291	291	25	25	25	316	316	316
Number Scoring 55–64	10	11	11	5	5	2	15	16	13
Number Scoring 65–84	168	127	165	15	14	15	183	141	180
Number Scoring 85–100	89	120	95	1	0	1	90	120	96
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)