

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-51-07-0002  
 Name: Valley Stream North High School  
 Principal: Thomas Troisi

Grade Range : 7-12

## 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	177	182	187
Eighth	189	190	181
Ninth	177	192	192
Tenth	143	181	197
Eleventh	155	169	176
Twelfth	126	159	155
Ungraded Secondary	0	0	0
Total K-12 Enrollment	967	1073	1088

## 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	66	6.8%	79	7.4%	68	6.3%
Black (Not Hispanic)	69	7.1%	89	8.3%	89	8.2%
Hispanic	96	9.9%	122	11.4%	130	11.9%
White (Not Hispanic)	736	76.1%	783	73.0%	801	73.6%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	23	21	20
Mathematics Grade 8	27	29	20
Science Grade 8	26	21	23
Social Studies Grade 8	26	23	22
English Grade 10	23	24	25
Mathematics Grade 10	24	27	21
Science Grade 10	20	24	22
Social Studies Grade 10	29	25	23

(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
54	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 higher 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	105	10.9%	134	12.5%	118	10.9%
Eligible for Free Lunch	18	1.9%	28	2.6%	30	2.8%

### 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		93.9%		94.0%		98.7%
Student Suspensions	123	13.6%	73	7.5%	83	7.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.6%	1.2%	1.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	95%	98%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	86
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	4
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	94	64	68%	131	108	82%	135	107	79%
Students with Disabilities	11	3	27%	17	7	41%	11	6	55%
All Students	105	67	64%	148	115	78%	146	113	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	95	44	0	1	6	0
Percent	65%	30%	0%	1%	4%	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)
11	6	0	11

\*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			10		2	
	Entered GED Program*			3		3	
	Total Noncompleters			13		5	
Students with Disabilities	Dropped Out			3		1	
	Entered GED Program*			1		1	
	Total Noncompleters			4		2	
All Students	Dropped Out	16	2.7%	13	1.9%	3	0.4%
	Entered GED Program*	0	0.0%	4	0.6%	4	0.6%
	Total Noncompleters	16	2.7%	17	2.4%	7	1.0%

\*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	27	93%	37	95%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	104	98%	127	96%	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	1	#	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	3	#	0	0%

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

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	5	100%	8	100%
Science	2	#	4	#	3	#
Reading	1	#	1	#	0	0%
Writing	1	#	1	#	0	0%
Global Studies	0	0%	5	80%	2	#
U.S. Hist & Gov't	2	#	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	157	123	187	19	15	24
Number Scoring 55–100	148	117	177	16	13	23
Number Scoring 65–100	136	113	164	13	10	20
Number Scoring 85–100	56	65	94	0	0	7
Percentage of Tested Scoring 55–100	94%	95%	95%	84%	87%	96%
Percentage of Tested Scoring 65–100	87%	92%	88%	68%	67%	83%
Percentage of Tested Scoring 85–100	36%	53%	50%	0%	0%	29%
<b>Mathematics A</b>						
Number Tested	20	194	307	5	28	40
Number Scoring 55–100	13	147	271	5	14	28
Number Scoring 65–100	12	118	229	5	11	20
Number Scoring 85–100	1	34	58	0	0	2
Percentage of Tested Scoring 55–100	65%	76%	88%	100%	50%	70%
Percentage of Tested Scoring 65–100	60%	61%	75%	100%	39%	50%
Percentage of Tested Scoring 85–100	5%	18%	19%	0%	0%	5%
<b>Mathematics B (first administered June 2001)</b>						
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%
<b>Global History and Geography</b>						
Number Tested	164	152	196	15	29	22
Number Scoring 55–100	153	148	182	14	27	18
Number Scoring 65–100	141	143	173	13	23	15
Number Scoring 85–100	60	83	97	2	5	4
Percentage of Tested Scoring 55–100	93%	97%	93%	93%	93%	82%
Percentage of Tested Scoring 65–100	86%	94%	88%	87%	79%	68%
Percentage of Tested Scoring 85–100	37%	55%	49%	13%	17%	18%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	143	144	171	9	14	21
Number Scoring 55–100	137	142	168	9	14	21
Number Scoring 65–100	124	133	156	5	13	20
Number Scoring 85–100	68	69	89	0	1	8
Percentage of Tested Scoring 55–100	96%	99%	98%	100%	100%	100%
Percentage of Tested Scoring 65–100	87%	92%	91%	56%	93%	95%
Percentage of Tested Scoring 85–100	48%	48%	52%	0%	7%	38%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	151	195	161	18	28	20
Number Scoring 55–100	151	189	156	18	27	20
Number Scoring 65–100	142	179	143	13	25	15
Number Scoring 85–100	34	51	27	0	3	1
Percentage of Tested Scoring 55–100	100%	97%	97%	100%	96%	100%
Percentage of Tested Scoring 65–100	94%	92%	89%	72%	89%	75%
Percentage of Tested Scoring 85–100	23%	26%	17%	0%	11%	5%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	155	137	166	10	24	16
Number Scoring 55–100	145	133	156	7	20	16
Number Scoring 65–100	131	122	146	5	14	13
Number Scoring 85–100	72	66	87	1	2	3
Percentage of Tested Scoring 55–100	94%	97%	94%	70%	83%	100%
Percentage of Tested Scoring 65–100	85%	89%	88%	50%	58%	81%
Percentage of Tested Scoring 85–100	46%	48%	52%	10%	8%	19%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		106	111		1	5
Number Scoring 55–100		103	103		#	4
Number Scoring 65–100		78	72		#	4
Number Scoring 85–100		11	11		#	0
Percentage of Tested Scoring 55–100		97%	93%		#	80%
Percentage of Tested Scoring 65–100		74%	65%		#	80%
Percentage of Tested Scoring 85–100		10%	10%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	1	8	9	0	0	0
Number Scoring 55–100	#	8	9	0	0	0
Number Scoring 65–100	#	8	9	0	0	0
Number Scoring 85–100	#	7	6	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	#	88%	67%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	15	12	28	0	0	0
Number Scoring 55–100	15	11	28	0	0	0
Number Scoring 65–100	14	11	27	0	0	0
Number Scoring 85–100	12	7	13	0	0	0
Percentage of Tested Scoring 55–100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	92%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	80%	58%	46%	0%	0%	0%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	54	56	51	0	0	2
Number Scoring 55–100	54	56	51	0	0	#
Number Scoring 65–100	54	56	50	0	0	#
Number Scoring 85–100	36	48	48	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	98%	0%	0%	#
Percentage of Tested Scoring 85–100	67%	86%	94%	0%	0%	#
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	139	131	28	2	8	2
Number Scoring 55–100	121	111	20	#	6	#
Number Scoring 65–100	103	109	18	#	6	#
Number Scoring 85–100	62	49	0	#	1	#
Percentage of Tested Scoring 55–100	87%	85%	71%	#	75%	#
Percentage of Tested Scoring 65–100	74%	83%	64%	#	75%	#
Percentage of Tested Scoring 85–100	45%	37%	0%	#	12%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	69	110	66	0	1	1
Number Scoring 55–100	68	102	58	0	#	#
Number Scoring 65–100	66	96	54	0	#	#
Number Scoring 85–100	46	65	32	0	#	#
Percentage of Tested Scoring 55–100	99%	93%	88%	0%	#	#
Percentage of Tested Scoring 65–100	96%	87%	82%	0%	#	#
Percentage of Tested Scoring 85–100	67%	59%	48%	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	20	100%	12	100%	14	93%
Students with Disabilities	9	100%	20	90%	6	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
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	161	0%	22%	51%	27%
	Students with Disabilities	15	0%	60%	40%	0%
	All Students	176	0%	25%	50%	25%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	105	105	105	11	11	11	116	116	116
Number Scoring 55–64	4	6	6	0	0	1	4	6	7
Number Scoring 65–84	52	48	54	9	10	8	61	58	62
Number Scoring 85–100	49	49	45	2	0	2	51	49	47
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)