

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-04-07-03-0015
 Name: Great Neck North High School
 Principal: Bernard Kaplan

Grade Range : 9-12

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	0	0	0
Eighth	0	0	0
Ninth	226	210	228
Tenth	225	232	212
Eleventh	257	235	233
Twelfth	226	259	235
Ungraded Secondary	0	0	0
Total K-12 Enrollment	934	936	908

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	76	8.1%	78	8.3%	81	8.9%
Black (Not Hispanic)	16	1.7%	13	1.4%	12	1.3%
Hispanic	61	6.5%	60	6.4%	57	6.3%
White (Not Hispanic)	781	83.6%	785	83.9%	758	83.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
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	23	21	19
Mathematics Grade 10	20	21	20
Science Grade 10	26	25	18
Social Studies Grade 10	23	25	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
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	26	2.8%	38	4.1%	27	3.0%
Eligible for Free Lunch	63	6.8%	68	7.3%	49	5.4%

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		96.8%		96.8%		96.6%
Student Suspensions	25	2.8%	19	2.0%	31	3.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.1%	2.0%	2.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	99%	97%

Staff Counts

Staff	2002–2003
Total Teachers	89
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	183	165	90%	210	175	83%	185	162	88%
Students with Disabilities	30	6	20%	33	16	48%	30	13	43%
All Students	213	171	80%	243	191	79%	215	175	81%

*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	152	30	0	0	27	6
Percent	71%	14%	0%	0%	13%	3%

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)
30	13	1	31

*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			1		1	
	Entered GED Program*			4		3	
	Total Noncompleters			5		4	
Students with Disabilities	Dropped Out			2		0	
	Entered GED Program*			0		1	
	Total Noncompleters			2		1	
All Students	Dropped Out	2	0.2%	3	0.3%	1	0.1%
	Entered GED Program*	0	0.0%	4	0.4%	4	0.4%
	Total Noncompleters	2	0.2%	7	0.7%	5	0.6%

*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	6
	Number of Students with Disabilities		128	119
	Number of All Students		128	125
	Percent of Enrollment		14%	14%

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)

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%	1	#
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
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	19	89%	7	43%	13	62%
Science	18	61%	16	62%	8	50%
Reading	14	93%	3	#	3	#
Writing	15	87%	3	#	4	#
Global Studies	5	60%	9	78%	4	#
U.S. Hist & Gov't	10	60%	3	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	251	224	220	36	29	26
Number Scoring 55–100	247	224	213	34	29	21
Number Scoring 65–100	240	220	210	33	27	21
Number Scoring 85–100	192	171	162	16	9	6
Percentage of Tested Scoring 55–100	98%	100%	97%	94%	100%	81%
Percentage of Tested Scoring 65–100	96%	98%	95%	92%	93%	81%
Percentage of Tested Scoring 85–100	76%	76%	74%	44%	31%	23%
Mathematics A						
Number Tested	0	1	282	0	0	33
Number Scoring 55–100	0	#	272	0	0	27
Number Scoring 65–100	0	#	266	0	0	23
Number Scoring 85–100	0	#	151	0	0	5
Percentage of Tested Scoring 55–100	0%	#	96%	0%	0%	82%
Percentage of Tested Scoring 65–100	0%	#	94%	0%	0%	70%
Percentage of Tested Scoring 85–100	0%	#	54%	0%	0%	15%
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	212	230	195	27	25	27
Number Scoring 55–100	209	224	191	24	21	23
Number Scoring 65–100	202	221	181	17	19	17
Number Scoring 85–100	149	145	114	9	7	3
Percentage of Tested Scoring 55–100	99%	97%	98%	89%	84%	85%
Percentage of Tested Scoring 65–100	95%	96%	93%	63%	76%	63%
Percentage of Tested Scoring 85–100	70%	63%	58%	33%	28%	11%
U.S. History and Government (first administered June 2001)						
Number Tested	259	214	235	37	29	28
Number Scoring 55–100	255	214	234	35	29	27
Number Scoring 65–100	249	211	231	31	27	25
Number Scoring 85–100	188	133	188	17	5	13
Percentage of Tested Scoring 55–100	98%	100%	100%	95%	100%	96%
Percentage of Tested Scoring 65–100	96%	99%	98%	84%	93%	89%
Percentage of Tested Scoring 85–100	73%	62%	80%	46%	17%	46%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	195	196	231	21	21	33
Number Scoring 55–100	193	196	228	19	21	32
Number Scoring 65–100	191	196	223	19	21	30
Number Scoring 85–100	87	112	143	5	3	11
Percentage of Tested Scoring 55–100	99%	100%	99%	90%	100%	97%
Percentage of Tested Scoring 65–100	98%	100%	97%	90%	100%	91%
Percentage of Tested Scoring 85–100	45%	57%	62%	24%	14%	33%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	114	110	112	25	19	17
Number Scoring 55–100	112	110	111	24	19	17
Number Scoring 65–100	109	106	108	22	16	15
Number Scoring 85–100	59	59	56	9	5	4
Percentage of Tested Scoring 55–100	98%	100%	99%	96%	100%	100%
Percentage of Tested Scoring 65–100	96%	96%	96%	88%	84%	88%
Percentage of Tested Scoring 85–100	52%	54%	50%	36%	26%	24%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		184	176		16	11
Number Scoring 55–100		180	176		16	11
Number Scoring 65–100		164	167		13	9
Number Scoring 85–100		46	71		0	2
Percentage of Tested Scoring 55–100		98%	100%		100%	100%
Percentage of Tested Scoring 65–100		89%	95%		81%	82%
Percentage of Tested Scoring 85–100		25%	40%		0%	18%
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	21	34	11	0	0	0
Number Scoring 55–100	21	34	11	0	0	0
Number Scoring 65–100	21	34	11	0	0	0
Number Scoring 85–100	18	28	9	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	86%	82%	82%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	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	21	3	17	4	1	0
Number Scoring 55–100	21	#	17	#	#	0
Number Scoring 65–100	21	#	16	#	#	0
Number Scoring 85–100	14	#	8	#	#	0
Percentage of Tested Scoring 55–100	100%	#	100%	#	#	0%
Percentage of Tested Scoring 65–100	100%	#	94%	#	#	0%
Percentage of Tested Scoring 85–100	67%	#	47%	#	#	0%
Comprehensive Spanish						
Number Tested	134	129	135	8	14	10
Number Scoring 55–100	134	129	135	8	14	10
Number Scoring 65–100	134	129	135	8	14	10
Number Scoring 85–100	117	116	120	5	9	8
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 85–100	87%	90%	89%	62%	64%	80%
Comprehensive Latin						
Number Tested	23	6	21	0	0	0
Number Scoring 55–100	23	6	21	0	0	0
Number Scoring 65–100	23	6	21	0	0	0
Number Scoring 85–100	22	5	20	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	96%	83%	95%	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	222	191	0	37	23	0
Number Scoring 55–100	194	166	0	24	12	0
Number Scoring 65–100	189	161	0	21	11	0
Number Scoring 85–100	128	95	0	6	3	0
Percentage of Tested Scoring 55–100	87%	87%	0%	65%	52%	0%
Percentage of Tested Scoring 65–100	85%	84%	0%	57%	48%	0%
Percentage of Tested Scoring 85–100	58%	50%	0%	16%	13%	0%
Sequential Mathematics, Course III						
Number Tested	220	219	190	30	22	17
Number Scoring 55–100	196	198	148	20	11	8
Number Scoring 65–100	188	190	140	17	9	7
Number Scoring 85–100	122	144	97	2	4	2
Percentage of Tested Scoring 55–100	89%	90%	78%	67%	50%	47%
Percentage of Tested Scoring 65–100	85%	87%	74%	57%	41%	41%
Percentage of Tested Scoring 85–100	55%	66%	51%	7%	18%	12%

(Form – I)

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%	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	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
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)

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	191	191	191	32	32	32	223	223	223
Number Scoring 55–64	1	1	2	1	3	0	2	4	2
Number Scoring 65–84	40	46	40	21	22	18	61	68	58
Number Scoring 85–100	143	142	146	7	6	9	150	148	155
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)