

New York State District Report Card Comprehensive Information Report

BEDS Code: 13-08-01-06-0000
 Name: Hyde Park Central School District
 Superintendent: Carole A. Pickering

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	320	330	306
First	379	350	388
Second	352	368	286
Third	345	342	376
Fourth	349	350	340
Fifth	366	346	347
Sixth	379	363	348
Ungraded Elementary	96	87	43
Seventh	374	401	377
Eighth	334	372	393
Ninth	378	384	432
Tenth	358	352	374
Eleventh	308	311	299
Twelfth	301	315	317
Ungraded Secondary	55	58	56
Total K-12 Enrollment	4694	4729	4682

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	84	1.8%	80	1.7%	82	1.8%
Black (Not Hispanic)	501	10.7%	490	10.4%	521	11.1%
Hispanic	163	3.5%	182	3.8%	206	4.4%
White (Not Hispanic)	3946	84.1%	3977	84.1%	3873	82.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	21	20
Common Branch	23	22	22
English Grade 8	22	23	24
Mathematics Grade 8	31	24	26
Science Grade 8	23	22	26
Social Studies Grade 8	22	24	25
English Grade 10	17	24	23
Mathematics Grade 10	18	0	23
Science Grade 10	22	23	21
Social Studies Grade 10	22	22	23

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	126	2.7%	104	2.2%	96	2.1%
Eligible for Free Lunch	568	12.1%	495	10.5%	615	13.1%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.5%		93.1%		93.1%
Student Suspensions	389	8.4%	378	8.1%	386	8.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.5%	6.1%	7.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	337
Total Other Professional Staff	53
Total Paraprofessionals	89
Teaching Out of Certification*	4

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	253	136	54%	272	174	64%	266	155	58%
Students with Disabilities	0	0	0%	20	2	10%	15	2	13%
All Students	253	136	54%	292	176	60%	281	157	56%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	118	117	1	4	10	31
Percent	42%	42%	0%	1%	4%	11%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
15	2	5	20

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	50		30		39	3.0%
	Entered GED Program*	14		28		33	2.5%
	Total Noncompleters	64		58		72	5.5%
Students with Disabilities	Dropped Out	0		6		13	6.4%
	Entered GED Program*	0		4		3	1.5%
	Total Noncompleters	0		10		16	7.8%
All Students	Dropped Out	50	3.6%	36	2.6%	52	3.4%
	Entered GED Program*	14	1.0%	32	2.3%	36	2.4%
	Total Noncompleters	64	4.6%	68	4.8%	88	5.8%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	325
	Number of Students with Disabilities	0	0	57
	Number of All Students	0	0	382
	Percent of Enrollment	0%	0%	33%
9-12	Number of General-Education Students	0	12	15
	Number of Students with Disabilities	0	12	4
	Number of All Students	0	24	19
	Percent of Enrollment	0%	2%	1%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	41		
Completed and Passed Regents Exams	37	90%	77%
Completed and had Course Average of 75% or More	26	63%	81%
Completed and Attained a HS Diploma or Equivalent	38	93%	96%
Completed and Whose Status is Known	35		
Completed and Were Successfully Placed	35	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	53	70%	30%
Underrepresented Gender Members Who Completed	4	33%	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	106	82%	53	85%	37	78%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	12	83%	0	0%	0	0%
Spanish	171	84%	259	93%	294	77%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	6	50%	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	29	76%	24	38%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	90%	4	#	9	89%
Science	7	86%	0	0%	1	#
Reading	1	#	1	#	7	86%
Writing	1	#	0	0%	7	100%
Global Studies	8	38%	2	#	3	#
U.S. Hist & Gov't	2	#	0	0%	3	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	17	94%	27	89%
Science	1	#	9	56%	11	82%
Reading	0	0%	13	92%	9	78%
Writing	0	0%	11	100%	7	100%
Global Studies	0	0%	12	92%	21	57%
U.S. Hist & Gov't	1	#	9	56%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	314	344	333	0	35	31
Number Scoring 55-100	301	300	309	0	13	24
Number Scoring 65-100	284	275	287	0	5	14
Number Scoring 85-100	178	155	159	0	1	3
Percentage of Tested Scoring 55-100	96%	87%	93%	0%	37%	77%
Percentage of Tested Scoring 65-100	90%	80%	86%	0%	14%	45%
Percentage of Tested Scoring 85-100	57%	45%	48%	0%	3%	10%
Mathematics A						
Number Tested	314	373	348	0	44	36
Number Scoring 55-100	192	259	324	0	20	25
Number Scoring 65-100	144	193	286	0	14	17
Number Scoring 85-100	42	14	74	0	0	3
Percentage of Tested Scoring 55-100	61%	69%	93%	0%	45%	69%
Percentage of Tested Scoring 65-100	46%	52%	82%	0%	32%	47%
Percentage of Tested Scoring 85-100	13%	4%	21%	0%	0%	8%
Mathematics B						
Number Tested	0	177	195	0	0	6
Number Scoring 55-100	0	141	171	0	0	4
Number Scoring 65-100	0	118	147	0	0	4
Number Scoring 85-100	0	30	32	0	0	1
Percentage of Tested Scoring 55-100	0%	80%	88%	0%	0%	67%
Percentage of Tested Scoring 65-100	0%	67%	75%	0%	0%	67%
Percentage of Tested Scoring 85-100	0%	17%	16%	0%	0%	17%
Global History and Geography						
Number Tested	349	365	383	0	41	44
Number Scoring 55-100	316	312	346	0	27	30
Number Scoring 65-100	280	283	322	0	21	22
Number Scoring 85-100	75	121	159	0	2	4
Percentage of Tested Scoring 55-100	91%	85%	90%	0%	66%	68%
Percentage of Tested Scoring 65-100	80%	78%	84%	0%	51%	50%
Percentage of Tested Scoring 85-100	21%	33%	42%	0%	5%	9%
U.S. History and Government						
Number Tested	336	352	321	2	40	36
Number Scoring 55-100	315	333	288	#	33	30
Number Scoring 65-100	284	317	261	#	26	22
Number Scoring 85-100	125	175	128	#	2	3
Percentage of Tested Scoring 55-100	94%	95%	90%	#	82%	83%
Percentage of Tested Scoring 65-100	85%	90%	81%	#	65%	61%
Percentage of Tested Scoring 85-100	37%	50%	40%	#	5%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	253	299	341	0	22	27
Number Scoring 55-100	244	277	317	0	16	21
Number Scoring 65-100	239	268	299	0	13	17
Number Scoring 85-100	84	95	73	0	1	4
Percentage of Tested Scoring 55-100	96%	93%	93%	0%	73%	78%
Percentage of Tested Scoring 65-100	94%	90%	88%	0%	59%	63%
Percentage of Tested Scoring 85-100	33%	32%	21%	0%	5%	15%
Physical Setting/Earth Science						
Number Tested	364	349	376	0	20	43
Number Scoring 55-100	323	311	300	0	13	32
Number Scoring 65-100	300	287	264	0	10	24
Number Scoring 85-100	83	104	64	0	2	2
Percentage of Tested Scoring 55-100	89%	89%	80%	0%	65%	74%
Percentage of Tested Scoring 65-100	82%	82%	70%	0%	50%	56%
Percentage of Tested Scoring 85-100	23%	30%	17%	0%	10%	5%
Physical Setting/Chemistry						
Number Tested	199	194	187	0	1	1
Number Scoring 55-100	188	175	178	0	#	#
Number Scoring 65-100	141	123	148	0	#	#
Number Scoring 85-100	14	21	26	0	#	#
Percentage of Tested Scoring 55-100	94%	90%	95%	0%	#	#
Percentage of Tested Scoring 65-100	71%	63%	79%	0%	#	#
Percentage of Tested Scoring 85-100	7%	11%	14%	0%	#	#
Physical Setting/Physics						
Number Tested			83			2
Number Scoring 55-100			78			#
Number Scoring 65-100			70			#
Number Scoring 85-100			14			#
Percentage of Tested Scoring 55-100			94%			#
Percentage of Tested Scoring 65-100			84%			#
Percentage of Tested Scoring 85-100			17%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	44	80	72	0	1	0
Number Scoring 55-100	44	78	68	0	#	0
Number Scoring 65-100	42	78	66	0	#	0
Number Scoring 85-100	16	44	27	0	#	0
Percentage of Tested Scoring 55-100	100%	97%	94%	0%	#	0%
Percentage of Tested Scoring 65-100	95%	97%	92%	0%	#	0%
Percentage of Tested Scoring 85-100	36%	55%	38%	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	123	99	118	0	0	3
Number Scoring 55-100	122	95	115	0	0	#
Number Scoring 65-100	116	94	113	0	0	#
Number Scoring 85-100	59	47	61	0	0	#
Percentage of Tested Scoring 55-100	99%	96%	97%	0%	0%	#
Percentage of Tested Scoring 65-100	94%	95%	96%	0%	0%	#
Percentage of Tested Scoring 85-100	48%	47%	52%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	213	0	0	0	0	0
Number Scoring 55-100	187	0	0	0	0	0
Number Scoring 65-100	177	0	0	0	0	0
Number Scoring 85-100	99	0	0	0	0	0
Percentage of Tested Scoring 55-100	88%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	83%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	46%	0%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	27	89%	12	92%	362	75%
Students with Disabilities	2	#	10	100%	62	63%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	292	1%	4%	58%	37%
	Students with Disabilities	60	43%	10%	37%	10%
	All Students	352	9%	5%	55%	32%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	342	1%	34%	56%	8%
	Students with Disabilities	62	24%	58%	16%	2%
	All Students	404	5%	38%	50%	7%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	3	0	0	0	0
Middle Level						
Social Studies	1	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

2000 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	285	285	285	22	22	22	307	307	307
Number Scoring 55–64	17	7	5	5	3	1	22	10	6
Number Scoring 65–84	182	98	173	10	12	10	192	110	183
Number Scoring 85–100	72	162	92	0	0	1	72	162	93
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			24			0
Beginning (0-18)			0			0
Intermediate (19-31)			5			0
Advanced (32-36)			13			0
Proficient (37-39)			6			0
Reading and Writing (Grade K-1)						
Number Tested			24			0
Beginning (0-14)			4			0
Intermediate (15-24)			5			0
Advanced (25-32)			8			0
Proficient (33-35)			7			0
Listening and Speaking (Grade 2-4)						
Number Tested			25			1
Beginning (0-18)			0			#
Intermediate (19-31)			4			#
Advanced (32-36)			10			#
Proficient (37-39)			11			#
Reading and Writing (Grade 2-4)						
Number Tested			25			1
Beginning (0-14)			4			#
Intermediate (15-24)			9			#
Advanced (25-32)			6			#
Proficient (33-35)			6			#
Listening and Speaking (Grade 5-6)						
Number Tested			12			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			4			0
Proficient (37-39)			7			0
Reading and Writing (Grade 5-6)						
Number Tested			12			0
Beginning (0-14)			1			0
Intermediate (15-24)			2			0
Advanced (25-32)			8			0
Proficient (33-35)			1			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			8			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			5			0
Proficient (37-39)			2			0
Reading and Writing (Grade 7-8)						
Number Tested			8			0
Beginning (0-14)			0			0
Intermediate (15-24)			3			0
Advanced (25-32)			4			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 9-12)						
Number Tested			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			2			0
Proficient (37-39)			3			0
Reading and Writing (Grade 9-12)						
Number Tested			6			0
Beginning (0-14)			0			0
Intermediate (15-24)			2			0
Advanced (25-32)			3			0
Proficient (33-35)			1			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)