

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	2001-02	2002-03	2003-04
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	182	187	189
Eighth	190	181	205
Ninth	192	192	188
Tenth	181	197	202
Eleventh	169	176	213
Twelfth	159	155	165
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1073	1088	1162

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	79	7.4%	68	6.3%	65	5.6%
Black (Not Hispanic)	89	8.3%	89	8.2%	89	7.7%
Hispanic	122	11.4%	130	11.9%	142	12.2%
White (Not Hispanic)	783	73.0%	801	73.6%	866	74.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	20	24
Mathematics Grade 8	29	20	26
Science Grade 8	21	23	23
Social Studies Grade 8	23	22	25
English Grade 10	24	25	23
Mathematics Grade 10	27	21	26
Science Grade 10	24	22	26
Social Studies Grade 10	25	23	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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	134	12.5%	118	10.9%	165	14.2%
Eligible for Free Lunch	28	2.6%	30	2.8%	48	4.1%

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		94.0%		98.7%		95.7%
Student Suspensions	73	7.6%	83	7.7%	62	5.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.2%	1.1%	0.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	98%	99%

Staff Counts

Staff	2003-04
Total Teachers	92
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*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	131	108	82%	135	107	79%	133	109	82%
Students with Disabilities	17	7	41%	11	6	55%	21	14	67%
All Students	148	115	78%	146	113	77%	154	123	80%

*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	85	62	0	0	7	0
Percent	55%	40%	0%	0%	5%	0%

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)
21	14	0	21

*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	10		2		8	1.2%
	Entered GED Program*	3		3		3	0.5%
	Total Noncompleters	13		5		11	1.7%
Students with Disabilities	Dropped Out	3		1		3	3.2%
	Entered GED Program*	1		1		3	3.2%
	Total Noncompleters	4		2		6	6.4%
All Students	Dropped Out	13	1.9%	3	0.4%	11	1.5%
	Entered GED Program*	4	0.6%	4	0.6%	6	0.8%
	Total Noncompleters	17	2.4%	7	1.0%	17	2.2%

*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	356
	Number of Students with Disabilities	0	0	24
	Number of All Students	0	0	380
	Percent of Enrollment	0%	0%	96%
9–12	Number of General-Education Students	0	0	687
	Number of Students with Disabilities	0	0	81
	Number of All Students	0	0	768
	Percent of Enrollment	0%	0%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion 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	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	37	95%	0	0%	45	100%
Latin	0	0%	0	0%	0	0%
Spanish	127	96%	0	0%	102	97%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	#	0	0%	5	100%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	0	0%	8	100%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	0	0%
Science	2	#	0	0%	0	0%
Reading	2	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	8	100%	10	40%
Science	4	#	3	#	11	55%
Reading	1	#	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	5	80%	2	#	5	80%
U.S. Hist & Gov't	0	0%	1	#	1	#

(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	123	187	194	15	24	19
Number Scoring 55–100	117	177	186	13	23	17
Number Scoring 65–100	113	164	176	10	20	14
Number Scoring 85–100	65	94	115	0	7	1
Percentage of Tested Scoring 55–100	95%	95%	96%	87%	96%	89%
Percentage of Tested Scoring 65–100	92%	88%	91%	67%	83%	74%
Percentage of Tested Scoring 85–100	53%	50%	59%	0%	29%	5%
Mathematics A						
Number Tested	194	307	238	28	40	32
Number Scoring 55–100	147	271	231	14	28	30
Number Scoring 65–100	118	229	208	11	20	25
Number Scoring 85–100	34	58	67	0	2	2
Percentage of Tested Scoring 55–100	76%	88%	97%	50%	70%	94%
Percentage of Tested Scoring 65–100	61%	75%	87%	39%	50%	78%
Percentage of Tested Scoring 85–100	18%	19%	28%	0%	5%	6%
Mathematics B						
Number Tested	0	0	90	0	0	5
Number Scoring 55–100	0	0	86	0	0	5
Number Scoring 65–100	0	0	81	0	0	5
Number Scoring 85–100	0	0	36	0	0	1
Percentage of Tested Scoring 55–100	0%	0%	96%	0%	0%	100%
Percentage of Tested Scoring 65–100	0%	0%	90%	0%	0%	100%
Percentage of Tested Scoring 85–100	0%	0%	40%	0%	0%	20%
Global History and Geography						
Number Tested	152	196	202	29	22	24
Number Scoring 55–100	148	182	191	27	18	20
Number Scoring 65–100	143	173	187	23	15	17
Number Scoring 85–100	83	97	110	5	4	2
Percentage of Tested Scoring 55–100	97%	93%	95%	93%	82%	83%
Percentage of Tested Scoring 65–100	94%	88%	93%	79%	68%	71%
Percentage of Tested Scoring 85–100	55%	49%	54%	17%	18%	8%
U.S. History and Government						
Number Tested	144	171	186	14	21	17
Number Scoring 55–100	142	168	179	14	21	16
Number Scoring 65–100	133	156	167	13	20	12
Number Scoring 85–100	69	89	114	1	8	2
Percentage of Tested Scoring 55–100	99%	98%	96%	100%	100%	94%
Percentage of Tested Scoring 65–100	92%	91%	90%	93%	95%	71%
Percentage of Tested Scoring 85–100	48%	52%	61%	7%	38%	12%

(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	195	161	213	28	20	29
Number Scoring 55–100	189	156	210	27	20	28
Number Scoring 65–100	179	143	200	25	15	26
Number Scoring 85–100	51	27	86	3	1	4
Percentage of Tested Scoring 55–100	97%	97%	99%	96%	100%	97%
Percentage of Tested Scoring 65–100	92%	89%	94%	89%	75%	90%
Percentage of Tested Scoring 85–100	26%	17%	40%	11%	5%	14%
Physical Setting/Earth Science						
Number Tested	137	166	199	24	16	19
Number Scoring 55–100	133	156	187	20	16	14
Number Scoring 65–100	122	146	169	14	13	8
Number Scoring 85–100	66	87	72	2	3	2
Percentage of Tested Scoring 55–100	97%	94%	94%	83%	100%	74%
Percentage of Tested Scoring 65–100	89%	88%	85%	58%	81%	42%
Percentage of Tested Scoring 85–100	48%	52%	36%	8%	19%	11%
Physical Setting/Chemistry						
Number Tested	106	111	108	1	5	4
Number Scoring 55–100	103	103	106	#	4	#
Number Scoring 65–100	78	72	100	#	4	#
Number Scoring 85–100	11	11	26	#	0	#
Percentage of Tested Scoring 55–100	97%	93%	98%	#	80%	#
Percentage of Tested Scoring 65–100	74%	65%	93%	#	80%	#
Percentage of Tested Scoring 85–100	10%	10%	24%	#	0%	#
Physical Setting/Physics						
Number Tested			69			2
Number Scoring 55–100			68			#
Number Scoring 65–100			60			#
Number Scoring 85–100			18			#
Percentage of Tested Scoring 55–100			99%			#
Percentage of Tested Scoring 65–100			87%			#
Percentage of Tested Scoring 85–100			26%			#

* 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	8	9	0	0	0	0
Number Scoring 55–100	8	9	0	0	0	0
Number Scoring 65–100	8	9	0	0	0	0
Number Scoring 85–100	7	6	0	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	88%	67%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	12	28	21	0	0	1
Number Scoring 55–100	11	28	21	0	0	#
Number Scoring 65–100	11	27	21	0	0	#
Number Scoring 85–100	7	13	20	0	0	#
Percentage of Tested Scoring 55–100	92%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	92%	96%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	58%	46%	95%	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	56	51	78	0	2	2
Number Scoring 55–100	56	51	78	0	#	#
Number Scoring 65–100	56	50	78	0	#	#
Number Scoring 85–100	48	48	67	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	98%	100%	0%	#	#
Percentage of Tested Scoring 85–100	86%	94%	86%	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	110	66	12	1	1	1
Number Scoring 55–100	102	58	11	#	#	#
Number Scoring 65–100	96	54	9	#	#	#
Number Scoring 85–100	65	32	0	#	#	#
Percentage of Tested Scoring 55–100	93%	88%	92%	#	#	#
Percentage of Tested Scoring 65–100	87%	82%	75%	#	#	#
Percentage of Tested Scoring 85–100	59%	48%	0%	#	#	#

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	12	100%	14	93%	22	100%
Students with Disabilities	20	90%	6	100%	3	#

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	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 2004	General-Education Students	189	1%	25%	49%	25%
	Students with Disabilities	15	0%	40%	60%	0%
	All Students	204	1%	26%	50%	23%

(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	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

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	137	137	137	25	25	25	162	162	162
Number Scoring 55–64	4	3	3	2	1	1	6	4	4
Number Scoring 65–84	42	41	58	15	12	20	57	53	78
Number Scoring 85–100	76	84	70	6	8	3	82	92	73
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 7-8)						
Number Tested			38			0
Beginning (0-18)			3			0
Intermediate (19-31)			10			0
Advanced (32-36)			21			0
Proficient (37-39)			4			0
Reading and Writing (Grade 7-8)						
Number Tested			38			0
Beginning (0-14)			5			0
Intermediate (15-24)			7			0
Advanced (25-32)			20			0
Proficient (33-35)			6			0
Listening and Speaking (Grade 9-12)						
Number Tested			88			1
Beginning (0-18)			5			#
Intermediate (19-31)			19			#
Advanced (32-36)			39			#
Proficient (37-39)			25			#
Reading and Writing (Grade 9-12)						
Number Tested			88			1
Beginning (0-14)			6			#
Intermediate (15-24)			21			#
Advanced (25-32)			50			#
Proficient (33-35)			11			#

*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)