

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-02-08-02-0000
 Name: Miller Place Union Free School District
 Superintendent: Donald K. Carlisle

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	206	204	193
First	205	223	225
Second	234	211	241
Third	232	240	217
Fourth	225	242	255
Fifth	242	226	253
Sixth	250	241	235
Ungraded Elementary	0	0	0
Seventh	252	258	250
Eighth	235	254	266
Ninth	258	238	250
Tenth	193	240	227
Eleventh	216	188	229
Twelfth	217	209	189
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2965	2974	3030

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	47	1.6%	39	1.3%	51	1.7%
Black (Not Hispanic)	19	0.6%	21	0.7%	25	0.8%
Hispanic	41	1.4%	37	1.2%	50	1.7%
White (Not Hispanic)	2858	96.4%	2877	96.7%	2904	95.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	23	23	22
Common Branch	23	23	24
English Grade 8	29	22	27
Mathematics Grade 8	26	22	27
Science Grade 8	23	23	24
Social Studies Grade 8	26	24	24
English Grade 10	23	26	23
Mathematics Grade 10	29	22	24
Science Grade 10	25	17	20
Social Studies Grade 10	22	25	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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	49	1.7%	37	1.2%	37	1.2%
Eligible for Free Lunch	38	1.4%	38	1.4%	55	1.9%

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		95.1%		94.7%		95.0%
Student Suspensions	158	5.3%	125	4.2%	181	6.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.5%	0.6%	1.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	214
Total Other Professional Staff	27
Total Paraprofessionals	51
Teaching Out of Certification*	0

*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	196	153	78%	193	142	74%	171	142	83%
Students with Disabilities	17	6	35%	4	0	0%	11	5	45%
All Students	213	159	75%	197	142	72%	182	147	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 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	104	56	1	7	5	9
Percent	57%	31%	1%	4%	3%	5%

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)
11	5	5	16

*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	0		2		0	0.0%
	Entered GED Program*	9		8		12	1.4%
	Total Noncompleters	9		10		12	1.4%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	5		3		1	1.2%
	Total Noncompleters	5		3		1	1.2%
All Students	Dropped Out	0	0.0%	2	0.2%	0	0.0%
	Entered GED Program*	14	1.6%	11	1.3%	13	1.4%
	Total Noncompleters	14	1.6%	13	1.5%	13	1.4%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	18	100%	28	100%	35	100%
German	0	0%	0	0%	0	0%
Italian	28	89%	37	97%	49	100%
Latin	0	0%	0	0%	0	0%
Spanish	84	89%	138	97%	140	94%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	5	80%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	4	#	7	71%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	94%	3	#	9	100%
Science	14	43%	1	#	7	57%
Reading	0	0%	0	0%	3	#
Writing	0	0%	0	0%	2	#
Global Studies	9	100%	1	#	5	40%
U.S. Hist & Gov't	3	#	1	#	4	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	19	84%	11	82%
Science	0	0%	16	44%	9	56%
Reading	3	#	6	67%	1	#
Writing	3	#	6	67%	2	#
Global Studies	2	#	11	27%	2	#
U.S. Hist & Gov't	2	#	9	44%	0	0%

(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	234	189	240	13	20	14
Number Scoring 55-100	232	181	232	12	12	12
Number Scoring 65-100	220	180	226	9	11	10
Number Scoring 85-100	127	114	151	2	3	2
Percentage of Tested Scoring 55-100	99%	96%	97%	92%	60%	86%
Percentage of Tested Scoring 65-100	94%	95%	94%	69%	55%	71%
Percentage of Tested Scoring 85-100	54%	60%	63%	15%	15%	14%
Mathematics A						
Number Tested	8	252	284	0	28	22
Number Scoring 55-100	1	213	277	0	14	20
Number Scoring 65-100	0	186	265	0	11	18
Number Scoring 85-100	0	40	81	0	2	2
Percentage of Tested Scoring 55-100	12%	85%	98%	0%	50%	91%
Percentage of Tested Scoring 65-100	0%	74%	93%	0%	39%	82%
Percentage of Tested Scoring 85-100	0%	16%	29%	0%	7%	9%
Mathematics B						
Number Tested	0	0	159	0	0	5
Number Scoring 55-100	0	0	123	0	0	4
Number Scoring 65-100	0	0	103	0	0	4
Number Scoring 85-100	0	0	16	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	77%	0%	0%	80%
Percentage of Tested Scoring 65-100	0%	0%	65%	0%	0%	80%
Percentage of Tested Scoring 85-100	0%	0%	10%	0%	0%	0%
Global History and Geography						
Number Tested	203	253	226	3	29	17
Number Scoring 55-100	197	241	221	#	21	15
Number Scoring 65-100	185	231	214	#	18	14
Number Scoring 85-100	40	90	88	#	1	3
Percentage of Tested Scoring 55-100	97%	95%	98%	#	72%	88%
Percentage of Tested Scoring 65-100	91%	91%	95%	#	62%	82%
Percentage of Tested Scoring 85-100	20%	36%	39%	#	3%	18%
U.S. History and Government						
Number Tested	208	198	233	3	19	13
Number Scoring 55-100	198	197	226	#	18	13
Number Scoring 65-100	180	189	221	#	14	12
Number Scoring 85-100	65	88	118	#	3	1
Percentage of Tested Scoring 55-100	95%	99%	97%	#	95%	100%
Percentage of Tested Scoring 65-100	87%	95%	95%	#	74%	92%
Percentage of Tested Scoring 85-100	31%	44%	51%	#	16%	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	226	203	249	2	27	18
Number Scoring 55-100	224	197	247	#	24	17
Number Scoring 65-100	217	190	238	#	22	14
Number Scoring 85-100	66	66	80	#	1	0
Percentage of Tested Scoring 55-100	99%	97%	99%	#	89%	94%
Percentage of Tested Scoring 65-100	96%	94%	96%	#	81%	78%
Percentage of Tested Scoring 85-100	29%	33%	32%	#	4%	0%
Physical Setting/Earth Science						
Number Tested	135	192	213	4	19	19
Number Scoring 55-100	131	187	200	#	17	17
Number Scoring 65-100	125	178	188	#	14	13
Number Scoring 85-100	55	103	83	#	2	1
Percentage of Tested Scoring 55-100	97%	97%	94%	#	89%	89%
Percentage of Tested Scoring 65-100	93%	93%	88%	#	74%	68%
Percentage of Tested Scoring 85-100	41%	54%	39%	#	11%	5%
Physical Setting/Chemistry						
Number Tested	156	201	140	1	5	4
Number Scoring 55-100	141	191	140	#	3	#
Number Scoring 65-100	84	152	119	#	2	#
Number Scoring 85-100	5	15	21	#	0	#
Percentage of Tested Scoring 55-100	90%	95%	100%	#	60%	#
Percentage of Tested Scoring 65-100	54%	76%	85%	#	40%	#
Percentage of Tested Scoring 85-100	3%	7%	15%	#	0%	#
Physical Setting/Physics						
Number Tested			72			0
Number Scoring 55-100			69			0
Number Scoring 65-100			67			0
Number Scoring 85-100			13			0
Percentage of Tested Scoring 55-100			96%			0%
Percentage of Tested Scoring 65-100			93%			0%
Percentage of Tested Scoring 85-100			18%			0%

* 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	23	33	31	0	0	0
Number Scoring 55-100	22	32	31	0	0	0
Number Scoring 65-100	22	32	29	0	0	0
Number Scoring 85-100	7	12	12	0	0	0
Percentage of Tested Scoring 55-100	96%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	96%	97%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	30%	36%	39%	0%	0%	0%
Comprehensive Italian						
Number Tested	22	39	43	0	0	1
Number Scoring 55-100	22	37	43	0	0	#
Number Scoring 65-100	21	34	41	0	0	#
Number Scoring 85-100	3	20	23	0	0	#
Percentage of Tested Scoring 55-100	100%	95%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	95%	87%	95%	0%	0%	#
Percentage of Tested Scoring 85-100	14%	51%	53%	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	103	124	106	0	5	3
Number Scoring 55-100	103	123	106	0	4	#
Number Scoring 65-100	101	122	106	0	4	#
Number Scoring 85-100	67	80	67	0	3	#
Percentage of Tested Scoring 55-100	100%	99%	100%	0%	80%	#
Percentage of Tested Scoring 65-100	98%	98%	100%	0%	80%	#
Percentage of Tested Scoring 85-100	65%	65%	63%	0%	60%	#
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	168	179	11	2	5	0
Number Scoring 55-100	142	125	6	#	1	0
Number Scoring 65-100	126	104	4	#	1	0
Number Scoring 85-100	64	45	0	#	0	0
Percentage of Tested Scoring 55-100	85%	70%	55%	#	20%	0%
Percentage of Tested Scoring 65-100	75%	58%	36%	#	20%	0%
Percentage of Tested Scoring 85-100	38%	25%	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	14	100%	16	100%	21	90%
Students with Disabilities	2	#	2	#	6	100%

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	225	1%	2%	64%	33%
	Students with Disabilities	27	15%	4%	81%	0%
	All Students	252	2%	2%	66%	30%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	235	0%	17%	54%	29%
	Students with Disabilities	26	0%	69%	31%	0%
	All Students	261	0%	22%	52%	26%

(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	2	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	172	172	172	10	10	10	182	182	182
Number Scoring 55–64	2	3	0	2	0	0	4	3	0
Number Scoring 65–84	125	79	106	6	6	9	131	85	115
Number Scoring 85–100	39	82	61	0	3	0	39	85	61
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			7			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			2			0
Proficient (37-39)			2			0
Reading and Writing (Grade K-1)						
Number Tested			7			0
Beginning (0-14)			3			0
Intermediate (15-24)			1			0
Advanced (25-32)			3			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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			6			2
Beginning (0-18)			1			#
Intermediate (19-31)			1			#
Advanced (32-36)			2			#
Proficient (37-39)			2			#
Reading and Writing (Grade 7-8)						
Number Tested			6			2
Beginning (0-14)			0			#
Intermediate (15-24)			2			#
Advanced (25-32)			4			#
Proficient (33-35)			0			#
Listening and Speaking (Grade 9-12)						
Number Tested			6			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			3			#
Proficient (37-39)			3			#
Reading and Writing (Grade 9-12)						
Number Tested			6			1
Beginning (0-14)			0			#
Intermediate (15-24)			0			#
Advanced (25-32)			5			#
Proficient (33-35)			1			#

*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)