580208-02-0000

# The New York State School District Report Card for Miller Place Union Free School District

*An Overview of Academic Performance*

**March 2002**

The University of the State of New York
**The State Education Department**

**March 27, 2002**

**THE UNIVERSITY OF THE STATE OF NEW YORK**
**Regents of The University**

| | |
|---|---|
| CARL T. HAYDEN, *Chancellor*, A.B., J.D. | Elmira |
| ADELAIDE L. SANFORD, *Vice Chancellor*, B.A., M.A., P.D. | Hollis |
| DIANE O'NEILL MCGIVERN, B.S.N., M.A., Ph.D. | Staten Island |
| SAUL B. COHEN, B.A., M.A., Ph.D. | New Rochelle |
| JAMES C. DAWSON, A.A., B.A., M.S., Ph.D. | Peru |
| ROBERT M. BENNETT, B.A., M.S. | Tonawanda |
| ROBERT M. JOHNSON, B.S., J.D. | Huntington |
| ANTHONY S. BOTTAR, B.A., J.D. | North Syracuse |
| MERRYL H. TISCH, B.A., M.A. | New York |
| ENA L. FARLEY, B.A., M.A., Ph.D. | Brockport |
| GERALDINE D. CHAPEY, B.A., M.A., Ed.D. | Belle Harbor |
| ARNOLD B. GARDNER, B.A., LL.B. | Buffalo |
| CHARLOTTE K. FRANK, B.B.A., M.S.Ed., Ph.D. | New York |
| HARRY PHILLIPS, 3rd, B.A., M.S.F.S. | Hartsdale |
| JOSEPH E. BOWMAN, JR., B.A., M.L.S., M.A., M.Ed., Ed.D | Albany |
| LORRAINE A. CORTÉS-VÁZQUEZ, B.A., M.P.A. | Bronx |

**President of The University and Commissioner of Education**
RICHARD P. MILLS

**Chief Operating Officer**
RICHARD H. CATE

**Deputy Commissioner for Elementary, Middle, Secondary and Continuing Education**
JAMES A. KADAMUS

**Coordinator, Facilities, Management and Information Services**
CHARLES SZUBERLA

**Coordinator, Information, Reporting and Technology Services**
MARTHA P. MUSSER

---

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 530, Education Building, Albany, NY 12234. **Requests for additional copies of this publication may be made by contacting the Publications Sales Desk, Room 309, Education Building, Albany, NY 12234.**

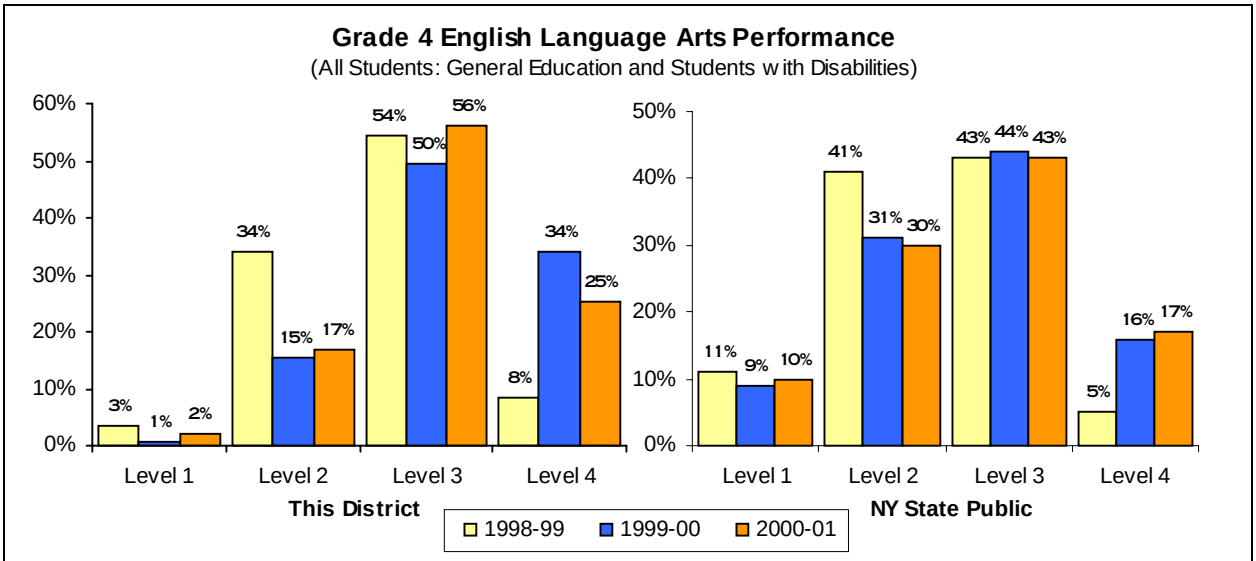
Please address all correspondence about this report that is not related to data corrections to:

***School Report Card Coordinator***
***Information, Reporting, and Technology Services Team***
***Room 863 Education Building Annex***
***New York State Education Department***
***Albany, NY 12234***

e-mail: ***RPTCARD@mail.nysed.gov***

# Elementary Level

## English Language Arts




| Performance at This District | | Counts of Students | | | | | | | | Mean Score |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Tested | | | Tested | | | | | |
| | | AA[1] | ELL[2] | Absent[3] | Level 1 | Level 2 | Level 3 | Level 4 | Total | |
| Jan 1999 | General Education | | 0 | 0 | 5 | 62 | 120 | 20 | 207 | 656 |
| | Students with Disabilities | 0 | 0 | 0 | 3 | 19 | 10 | 0 | 32 | 634 |
| | **All Students** | **0** | **0** | **0** | **8** | **81** | **130** | **20** | **239** | **653** |
| Jan 2000 | General Education | | 2 | 2 | 2 | 26 | 104 | 82 | 214 | 683 |
| | Students with Disabilities | 2 | 0 | 0 | 0 | 11 | 15 | 0 | 26 | 645 |
| | **All Students** | **2** | **2** | **2** | **2** | **37** | **119** | **82** | **240** | **679** |
| Jan 2001 | General Education | | 2 | 1 | 1 | 26 | 126 | 61 | 214 | 678 |
| | Students with Disabilities | 3 | 0 | 0 | 4 | 15 | 10 | 0 | 29 | 629 |
| | **All Students** | **3** | **2** | **1** | **5** | **41** | **136** | **61** | **243** | **672** |

## Grade 4 English Language Arts Levels – Listening, Reading, and Writing Standards

| | |
|---|---|
| **Level 4** | These students **exceed the standards** and are moving toward high performance on the Regents examination. All students scoring from **692 to 800** are in this level. |
| **Level 3** | These students **meet the standards** and, with continued steady growth, should pass the Regents examination. All students scoring from **645 to 691** are in this level. |
| **Level 2** | These students **need extra help** to meet the standards and pass the Regents examination. All students scoring from **603 to 644** are in this level. |
| **Level 1** | These students have **serious academic deficiencies**. All students scoring from **455 to 602** are in this level. |

## Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

| Grade 4 | English Proficiency Below Effective Participation Level | Making Appropriate Progress |
|---|---|---|
| January 2001 | 2 | # |

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

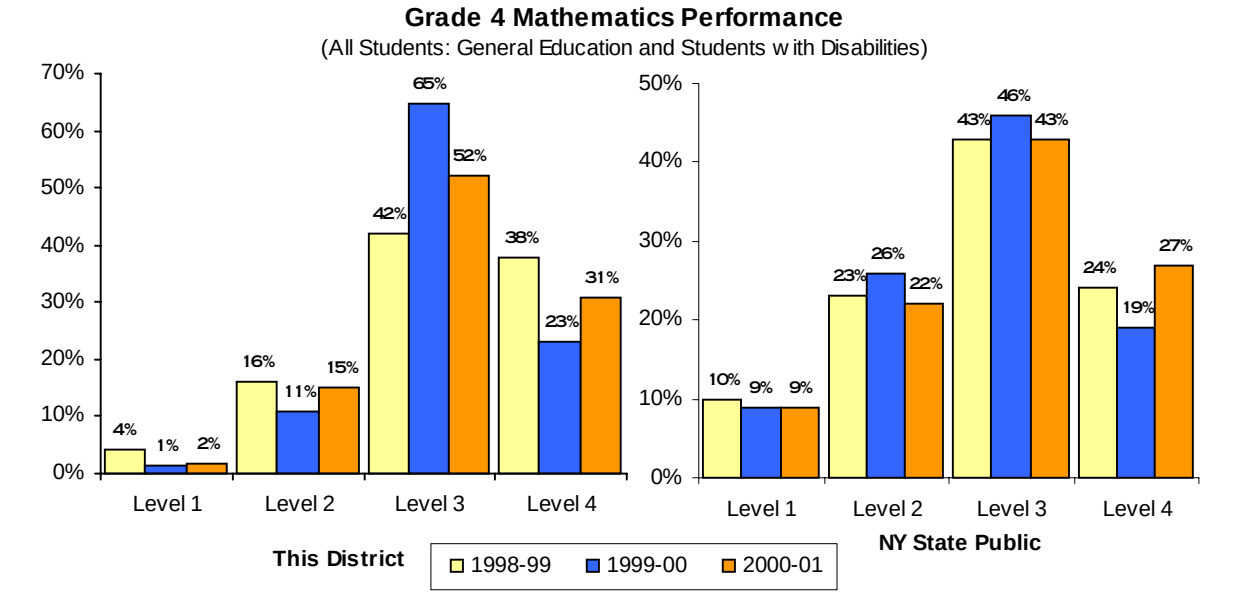
2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.

3 These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.

# To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

# Elementary Level

## Mathematics




| Performance at This District | | Counts of Students | | | | | | | | Mean Score |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Tested | | | Tested | | | | | |
| | | AA[1] | ELL[2] | Absent[3] | Level 1 | Level 2 | Level 3 | Level 4 | Total | |
| June 1999 | General Education | | 0 | 0 | 1 | 25 | 91 | 90 | 207 | 672 |
| | Students with Disabilities | 0 | 0 | 1 | 9 | 14 | 10 | 1 | 34 | 625 |
| | **All Students** | **0** | **0** | **1** | **10** | **39** | **101** | **91** | **241** | **666** |
| May 2000 | General Education | | 0 | 2 | 2 | 16 | 142 | 56 | 216 | 666 |
| | Students with Disabilities | 0 | 0 | 0 | 1 | 10 | 15 | 0 | 26 | 636 |
| | **All Students** | **0** | **0** | **2** | **3** | **26** | **157** | **56** | **242** | **663** |
| May 2001 | General Education | | 0 | 2 | 1 | 22 | 113 | 74 | 210 | 670 |
| | Students with Disabilities | 3 | 0 | 0 | 3 | 14 | 12 | 0 | 29 | 629 |
| | **All Students** | **3** | **0** | **2** | **4** | **36** | **125** | **74** | **239** | **665** |

| Grade 4 Mathematics Levels – Knowledge, Reasoning, and Problem-Solving Standards | |
|---|---|
| **Level 4** | These students **exceed the standards** and are moving toward high performance on the Regents examination. All students scoring from **678 to 810** are in this level. |
| **Level 3** | These students **meet the standards** and, with continued steady growth, should pass the Regents examination. All students scoring from **637 to 677** are in this level. |
| **Level 2** | These students **need extra help** to meet the standards and pass the Regents examination. All students scoring from **602 to 636** are in this level. |
| **Level 1** | These students have **serious academic deficiencies**. All students scoring from **448 to 601** are in this level. |

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

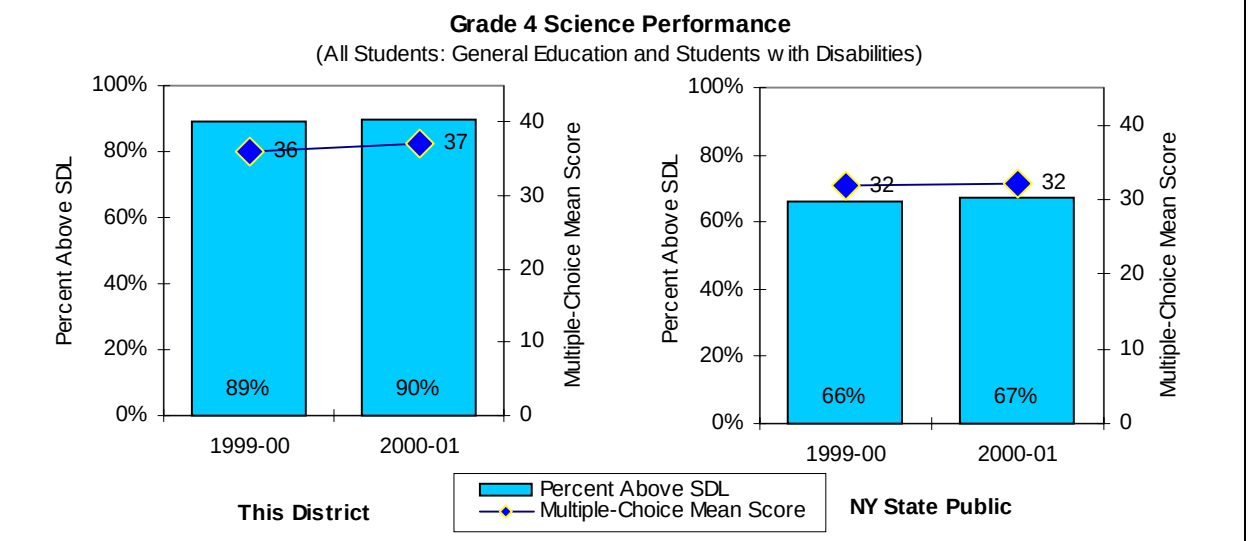
2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of this mathematics assessment.

# To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

# Elementary Level

## Science




| Performance at This District | | Counts of Students | | | | | | School Mean Scores | |
|---|---|---|---|---|---|---|---|---|---|
| | | Not Tested | | | Multiple-Choice Test Component | | Performance Component | | |
| | | AA[1] | ELL[2] | Absent[3] | Tested | Above SDL | Tested | Mult.-Choice | Perfor-mance |
| May 2000 | General Education | | 0 | 4 | 217 | 202 | 214 | 37 | 35 |
| | Students with Disabilities | 0 | 0 | 2 | 26 | 15 | 23 | 31 | 32 |
| | **All Students** | **0** | **0** | **6** | **243** | **217** | **237** | **36** | **35** |
| May 2001 | General Education | | 0 | 0 | 212 | 201 | 211 | 38 | 40 |
| | Students with Disabilities | 3 | 0 | 0 | 28 | 14 | 27 | 30 | 37 |
| | **All Students** | **3** | **0** | **0** | **240** | **215** | **238** | **37** | **40** |

## Grade 4 Science – Knowledge, Reasoning, and Problem-Solving Standards

| | |
|---|---|
| **Multiple-Choice Test Component** | This component is 45 multiple-choice questions based upon the New York State *Elementary Science Syllabus*, and referenced to the New York State *Learning Standards for Mathematics, Science and Technology* (Elementary Level). Of the 45 questions, 17 reference Physical Setting; 17 reference Living Environment; 8 reference Scientific Inquiry; and 3 reference Mathematics. |
| **State Designated Level (SDL)** | Students who correctly answer fewer than 30 of the 45 questions of the Multiple-Choice Test Component must receive academic intervention services (AIS) in the following term of instruction. |
| **Performance Component** | This component involves performance of hands-on tasks at 5 stations. The stations are named *Liquids*, *Grouping Objects, Ball and Ramp Game*, *Magnetic and Electrical Testing*, and *Unknown Object*. All tested students work at the *Ball and Ramp Game*. Approximately half the students work on *Liquids* and *Grouping Objects* and the other half work on *Magnetic and Electrical Testing* and *Unknown Object*. Schools use a statistically randomized procedure to assign students to these stations. |
| **School Mean Scores** | For the multiple-choice test component, this is the average number of correct answers for students tested. If all tested students answered all questions correctly, this score would be 45.<br>For the performance component, the mean scores for the stations are added together to arrive at the school mean score. If all tested students received perfect scores, this score would be 49. |

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

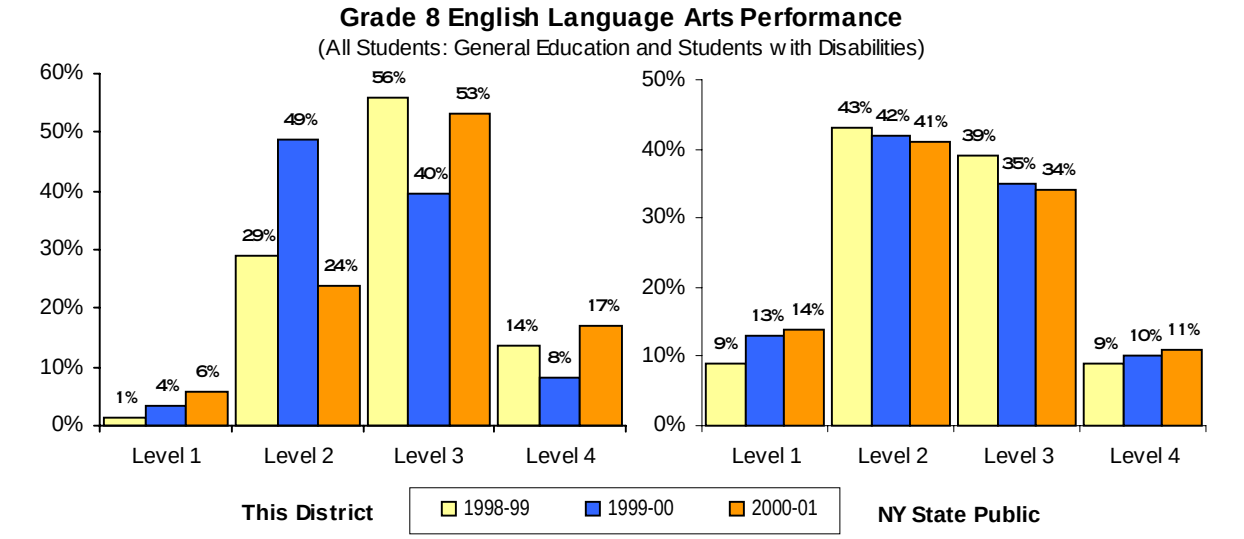
2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but did not complete any part of this science assessment.

# To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

# Middle Level

## English Language Arts




| Performance at This District | | Counts of Students | | | | | | | | Mean Score |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Tested | | | Tested | | | | | |
| | | AA[1] | ELL[2] | Absent | Level 1 | Level 2 | Level 3 | Level 4 | Total | |
| June 1999 | General Education | | 0 | 5 | 1 | 48 | 117 | 30 | 196 | 717 |
| | Students with Disabilities | 1 | 0 | 1 | 2 | 16 | 6 | 0 | 24 | 686 |
| | **All Students** | **1** | **0** | **6** | **3** | **64** | **123** | **30** | **220** | **714** |
| May 2000 | General Education | | 0 | 2 | 3 | 81 | 76 | 16 | 176 | 704 |
| | Students with Disabilities | 0 | 0 | 1 | 4 | 16 | 3 | 0 | 23 | 678 |
| | **All Students** | **0** | **0** | **3** | **7** | **97** | **79** | **16** | **199** | **701** |
| May 2001 | General Education | | 0 | 0 | 3 | 47 | 133 | 44 | 227 | 719 |
| | Students with Disabilities | 0 | 0 | 2 | 12 | 15 | 4 | 0 | 31 | 675 |
| | **All Students** | **0** | **0** | **2** | **15** | **62** | **137** | **44** | **258** | **714** |

### Grade 8 English Language Arts Levels – Listening, Reading, and Writing Standards

| | |
|---|---|
| **Level 4** | These students **exceed the standards** and are moving toward high performance on the Regents examination. All students scoring from **739 to 830** are in this level. |
| **Level 3** | These students **meet the standards** and, with continued steady growth, should pass the Regents examination. All students scoring from **701 to 738** are in this level. |
| **Level 2** | These students **need extra help** to meet the standards and pass the Regents examination. All students scoring from **662 to 700** are in this level. |
| **Level 1** | These students have **serious academic deficiencies**. All students scoring from **527 to 661** are in this level. |

### Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 8 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

| Grade 8 | English Proficiency Below Effective Participation Level | Making Appropriate Progress |
|---|---|---|
| June 2001 | 0 | 0 |

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

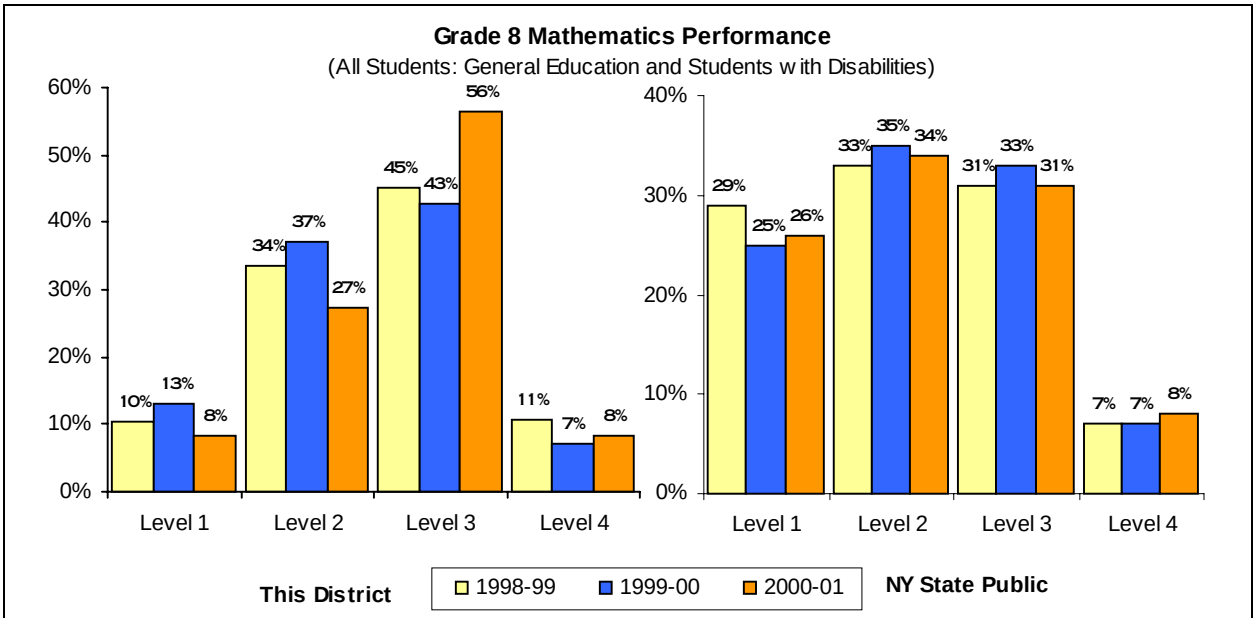
2 These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.

3 These students were enrolled at the time of testing but were not present to complete some part of the ELA assessment.

# To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

# Middle Level

## Mathematics




| Performance at This District | | Counts of Students | | | | | | | | Mean Score |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Tested | | | Tested | | | | | |
| | | AA[1] | ELL[2] | Absent[3] | Level 1 | Level 2 | Level 3 | Level 4 | Total | |
| June 1999 | General Education | | 0 | 2 | 12 | 63 | 100 | 24 | 199 | 725 |
| | Students with Disabilities | 0 | 0 | 2 | 11 | 12 | 1 | 0 | 24 | 681 |
| | **All Students** | **0** | **0** | **4** | **23** | **75** | **101** | **24** | **223** | **720** |
| May 2000 | General Education | | 0 | 2 | 12 | 64 | 85 | 14 | 175 | 720 |
| | Students with Disabilities | 0 | 0 | 0 | 14 | 10 | 0 | 0 | 24 | 675 |
| | **All Students** | **0** | **0** | **2** | **26** | **74** | **85** | **14** | **199** | **715** |
| May 2001 | General Education | | 0 | 1 | 9 | 57 | 138 | 21 | 225 | 728 |
| | Students with Disabilities | 0 | 0 | 1 | 12 | 13 | 7 | 0 | 32 | 688 |
| | **All Students** | **0** | **0** | **2** | **21** | **70** | **145** | **21** | **257** | **723** |

## Grade 8 Mathematics Levels – Knowledge, Reasoning, and Problem-Solving Standards

| | |
|---|---|
| **Level 4** | These students **exceed the standards** and are moving toward high performance on the Regents examination. All students scoring from **760 to 882** are in this level. |
| **Level 3** | These students **meet the standards** and, with continued steady growth, should pass the Regents examination. All students scoring from **716 to 759** are in this level. |
| **Level 2** | These students **need extra help** to meet the standards and pass the Regents examination. All students scoring from **681 to 715** are in this level. |
| **Level 1** | These students have **serious academic deficiencies**. All students scoring from **517 to 680** are in this level. |

* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School** Profile page of this report. Further explanation is available at http://www.emsc.nysed.gov/repcrd2002/similar.html

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

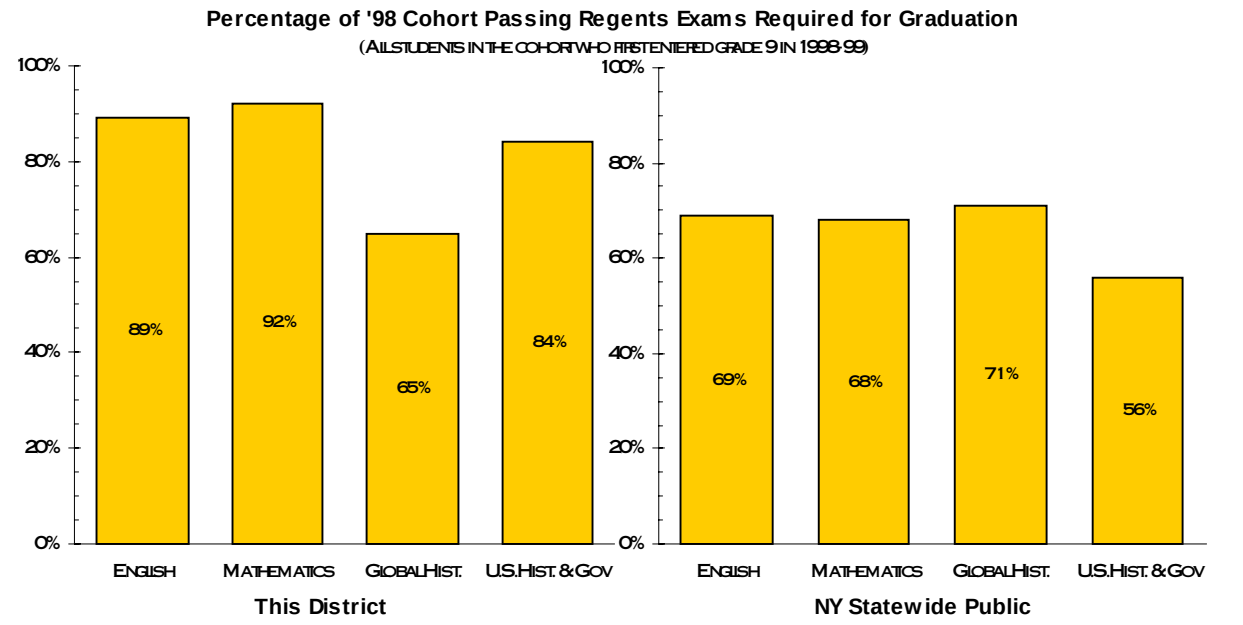
2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of the mathematics assessment.

# To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

# High School Achievement – After Three Years of Instruction

This section presents the success of students on Regents examinations required for graduation. Passing is defined as scoring 65 or higher, or earning approved alternative credit. Students who earn credit through component retesting are counted as if they scored in range 55 to 64 or in range 65 to 84 as determined by the results of the component retest. This page presents information about students who first entered grade 9 in 1998-99, displaying results for these students after three years. Safety-net provisions of the graduation requirements allow some students to earn credit for graduation by alternative means. The percentage of students meeting their personal graduation requirements after four years is presented elsewhere in this report as a school accountability measure.




| Requirement | Student Category | Students in Cohort [1] | Highest Score[2] From 55 To 64 | Highest Score[2] From 65 To 84 | Highest Score[2] From 85 To 100 | Approved Alternative Credit |
|---|---|---|---|---|---|---|
| **English** (after 3 years) | General Education | 194 | 5 | 85 | 98 | 0 |
| | Students w/ Disabilities | 25 | 5 | 11 | 1 | 0 |
| | **All Students** | **219** | **10** | **96** | **99** | **0** |
| **Mathematics** (after 3 years) | General Education | 194 | 6 | 68 | 117 | 0 |
| | Students w/ Disabilities | 25 | 1 | 9 | 7 | 0 |
| | **All Students** | **219** | **7** | **77** | **124** | **0** |
| **Global History** (after 3 years) | General Education | 194 | 6 | 106 | 24 | 0 |
| | Students w/ Disabilities | 25 | 7 | 10 | 3 | 0 |
| | **All Students** | **219** | **13** | **116** | **27** | **0** |
| **U.S. Hist. & Gov.** (after 3 years) | General Education | 194 | 8 | 80 | 92 | 0 |
| | Students w/ Disabilities | 25 | 3 | 8 | 3 | 0 |
| | **All Students** | **219** | **11** | **88** | **95** | **0** |

[1] Cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations.

[2] Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

# To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "All Students" category.

# School District Profile

| Superintendent: Mr. Donald K. Carlisle | | | | Phone: (631)474-2733 |
|---|---|---|---|---|
| **Organization 2000-01** | | School District Staff[1] (both full- and part-time) | | |
| Grade Range | Student Enrollment | Count of Teachers | Count of Other Professionals | Count of Paraprofessionals |
| K-12 | 2,966 | 214 | 22 | 51 |

| | |
|---|---|
| **1999-00 School District Total Expenditure per Pupil** | $11,012 |
| **1999-00 NY State Public Schools Total Expenditure per Pupil** | $11,040 |

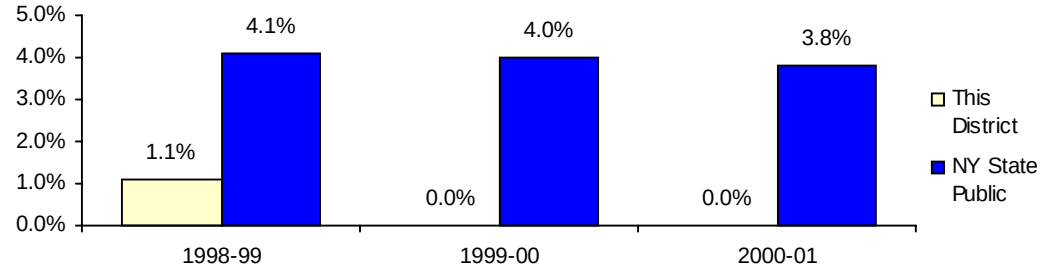
**Student Enrollment**

| Grade Level | October 2000 | Grade Level | October 2000 |
|---|---|---|---|
| Pre-Kindergarten | 0 | Grade 7 | 225 |
| Kindergarten | 181 | Grade 8 | 262 |
| Grade 1 | 225 | Grade 9 | 219 |
| Grade 2 | 239 | Grade 10 | 222 |
| Grade 3 | 223 | Grade 11 | 220 |
| Grade 4 | 250 | Grade 12 | 196 |
| Grade 5 | 252 | Ungraded Elementary with Disabilities | 0 |
| Grade 6 | 252 | Ungraded Secondary with Disabilities | 0 |

| **Student Demographics** | 1998-99 | | 1999-2000 | | 2000-01 | |
|---|---|---|---|---|---|---|
| | Count | Percent | Count | Percent | Count | Percent |
| English Language Learners | 16 | 0.6% | 22 | 0.8% | 21 | 0.7% |
| Eligible For Free Lunch | 91 | 3.5% | 55 | 2.1% | 44 | 1.6% |

| | |
|---|---|
| **Need to Resource Capacity (N/RC) Group** | The State Education Department assigns each school district to a comparison group based on student demographics and the resource capacity of the district. This district is in N/RC Group 6. This district has low needs relative to local resource capacity. |

**Dropout Rate**




A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.

[1] Some district-employed staff serve in more than one school. These shared people are included in counts reported here.