

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-05-06-03-0000
 Name: Hauppauge Union Free School District
 Superintendent: Peter C. Scordo

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	320	339	323
First	324	331	348
Second	311	330	336
Third	265	320	339
Fourth	307	266	331
Fifth	318	313	270
Sixth	323	322	328
Ungraded Elementary	14	12	10
Seventh	325	331	327
Eighth	286	326	347
Ninth	272	291	334
Tenth	278	275	296
Eleventh	300	282	282
Twelfth	264	276	284
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3907	4014	4155

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	155	4.0%	184	4.6%	197	4.7%
Black (Not Hispanic)	50	1.3%	57	1.4%	70	1.7%
Hispanic	139	3.6%	150	3.7%	170	4.1%
White (Not Hispanic)	3563	91.2%	3623	90.3%	3718	89.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	22	22	21
Common Branch	22	23	24
English Grade 8	26	20	21
Mathematics Grade 8	27	20	21
Science Grade 8	21	17	18
Social Studies Grade 8	27	20	21
English Grade 10	20	18	22
Mathematics Grade 10	20	21	22
Science Grade 10	19	19	23
Social Studies Grade 10	22	24	24

(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
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	74	1.9%	74	1.8%	83	2.0%
Eligible for Free Lunch	80	2.1%	104	2.6%	143	3.4%

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		96.0%		96.1%		95.9%
Student Suspensions	162	4.3%	166	4.3%	100	2.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.2%	1.5%	1.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	336
Total Other Professional Staff	52
Total Paraprofessionals	72
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	221	185	84%	237	197	83%	227	194	85%
Students with Disabilities	38	6	16%	27	12	44%	35	15	43%
All Students	259	191	74%	264	209	79%	262	209	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	172	78	2	1	9	0
Percent	66%	30%	1%	0%	3%	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)
35	15	6	41

*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	11		5		11	1.1%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	11		5		11	1.1%
Students with Disabilities	Dropped Out	3		1		1	0.5%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	3		1		1	0.5%
All Students	Dropped Out	14	1.3%	6	0.5%	12	1.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	14	1.3%	6	0.5%	12	1.0%

*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	254	287	206
	Number of Students with Disabilities	32	39	40
	Number of All Students	286	326	246
	Percent of Enrollment	31%	33%	25%
9-12	Number of General-Education Students	66	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	66	0	0
	Percent of Enrollment	6%	0%	0%

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; 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	54	96%	68	85%	75	95%
German	41	95%	38	97%	49	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	128	98%	178	99%	181	92%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	100%
German	2	#	2	#	2	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	4	#	3	#

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	0	0%	2	#	0	0%
Reading	2	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	2	#	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	93%	27	93%	14	93%
Science	2	#	5	80%	0	0%
Reading	9	78%	7	86%	1	#
Writing	10	90%	6	100%	4	#
Global Studies	3	#	4	#	1	#
U.S. Hist & Gov't	3	#	1	#	3	#

(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	252	269	268	20	37	42
Number Scoring 55-100	249	268	265	19	36	42
Number Scoring 65-100	240	265	263	17	33	41
Number Scoring 85-100	127	201	148	2	11	9
Percentage of Tested Scoring 55-100	99%	100%	99%	95%	97%	100%
Percentage of Tested Scoring 65-100	95%	99%	98%	85%	89%	98%
Percentage of Tested Scoring 85-100	50%	75%	55%	10%	30%	21%
Mathematics A						
Number Tested	51	276	333	2	41	47
Number Scoring 55-100	49	253	330	#	27	44
Number Scoring 65-100	48	242	316	#	26	34
Number Scoring 85-100	45	64	145	#	2	7
Percentage of Tested Scoring 55-100	96%	92%	99%	#	66%	94%
Percentage of Tested Scoring 65-100	94%	88%	95%	#	63%	72%
Percentage of Tested Scoring 85-100	88%	23%	44%	#	5%	15%
Mathematics B						
Number Tested	0	0	168	0	0	9
Number Scoring 55-100	0	0	157	0	0	9
Number Scoring 65-100	0	0	145	0	0	6
Number Scoring 85-100	0	0	47	0	0	1
Percentage of Tested Scoring 55-100	0%	0%	93%	0%	0%	100%
Percentage of Tested Scoring 65-100	0%	0%	86%	0%	0%	67%
Percentage of Tested Scoring 85-100	0%	0%	28%	0%	0%	11%
Global History and Geography						
Number Tested	269	254	295	33	35	41
Number Scoring 55-100	269	251	290	33	35	39
Number Scoring 65-100	262	243	282	28	30	34
Number Scoring 85-100	118	122	192	5	5	8
Percentage of Tested Scoring 55-100	100%	99%	98%	100%	100%	95%
Percentage of Tested Scoring 65-100	97%	96%	96%	85%	86%	83%
Percentage of Tested Scoring 85-100	44%	48%	65%	15%	14%	20%
U.S. History and Government						
Number Tested	226	278	264	27	38	41
Number Scoring 55-100	222	276	259	25	37	38
Number Scoring 65-100	216	272	251	24	36	35
Number Scoring 85-100	73	165	178	3	11	21
Percentage of Tested Scoring 55-100	98%	99%	98%	93%	97%	93%
Percentage of Tested Scoring 65-100	96%	98%	95%	89%	95%	85%
Percentage of Tested Scoring 85-100	32%	59%	67%	11%	29%	51%

(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	270	293	299	48	37	23
Number Scoring 55-100	269	291	293	47	35	21
Number Scoring 65-100	266	280	285	46	29	17
Number Scoring 85-100	89	110	100	3	2	3
Percentage of Tested Scoring 55-100	100%	99%	98%	98%	95%	91%
Percentage of Tested Scoring 65-100	99%	96%	95%	96%	78%	74%
Percentage of Tested Scoring 85-100	33%	38%	33%	6%	5%	13%
Physical Setting/Earth Science						
Number Tested	197	221	240	18	35	34
Number Scoring 55-100	188	214	231	18	31	28
Number Scoring 65-100	178	197	206	16	27	19
Number Scoring 85-100	52	88	71	2	5	0
Percentage of Tested Scoring 55-100	95%	97%	96%	100%	89%	82%
Percentage of Tested Scoring 65-100	90%	89%	86%	89%	77%	56%
Percentage of Tested Scoring 85-100	26%	40%	30%	11%	14%	0%
Physical Setting/Chemistry						
Number Tested	188	207	265	3	4	14
Number Scoring 55-100	181	191	252	#	#	12
Number Scoring 65-100	149	134	196	#	#	8
Number Scoring 85-100	24	25	46	#	#	1
Percentage of Tested Scoring 55-100	96%	92%	95%	#	#	86%
Percentage of Tested Scoring 65-100	79%	65%	74%	#	#	57%
Percentage of Tested Scoring 85-100	13%	12%	17%	#	#	7%
Physical Setting/Physics						
Number Tested			82			1
Number Scoring 55-100			82			#
Number Scoring 65-100			78			#
Number Scoring 85-100			32			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			95%			#
Percentage of Tested Scoring 85-100			39%			#

* 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	73	55	50	1	0	1
Number Scoring 55-100	64	54	50	#	0	#
Number Scoring 65-100	60	54	49	#	0	#
Number Scoring 85-100	18	21	28	#	0	#
Percentage of Tested Scoring 55-100	88%	98%	100%	#	0%	#
Percentage of Tested Scoring 65-100	82%	98%	98%	#	0%	#
Percentage of Tested Scoring 85-100	25%	38%	56%	#	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	38	41	38	1	0	2
Number Scoring 55-100	37	41	37	#	0	#
Number Scoring 65-100	37	41	37	#	0	#
Number Scoring 85-100	19	19	19	#	0	#
Percentage of Tested Scoring 55-100	97%	100%	97%	#	0%	#
Percentage of Tested Scoring 65-100	97%	100%	97%	#	0%	#
Percentage of Tested Scoring 85-100	50%	46%	50%	#	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	85	84	116	0	2	1
Number Scoring 55-100	84	83	116	0	#	#
Number Scoring 65-100	83	81	116	0	#	#
Number Scoring 85-100	51	64	90	0	#	#
Percentage of Tested Scoring 55-100	99%	99%	100%	0%	#	#
Percentage of Tested Scoring 65-100	98%	96%	100%	0%	#	#
Percentage of Tested Scoring 85-100	60%	76%	78%	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	176	194	15	8	4	2
Number Scoring 55-100	163	179	10	8	#	#
Number Scoring 65-100	147	170	8	7	#	#
Number Scoring 85-100	55	87	1	3	#	#
Percentage of Tested Scoring 55-100	93%	92%	67%	100%	#	#
Percentage of Tested Scoring 65-100	84%	88%	53%	88%	#	#
Percentage of Tested Scoring 85-100	31%	45%	7%	38%	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	4	#	31	100%	16	94%
Students with Disabilities	2	#	16	81%	7	86%

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	235	0%	0%	38%	62%
	Students with Disabilities	30	3%	3%	67%	27%
	All Students	265	1%	0%	41%	58%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	306	0%	22%	62%	16%
	Students with Disabilities	43	5%	74%	21%	0%
	All Students	349	1%	29%	57%	14%

(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	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	228	228	228	41	41	41	269	269	269
Number Scoring 55–64	1	2	3	4	1	1	5	3	4
Number Scoring 65–84	102	72	129	24	27	30	126	99	159
Number Scoring 85–100	111	152	93	3	10	3	114	162	96
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			42			2
Beginning (0-18)			2			#
Intermediate (19-31)			4			#
Advanced (32-36)			18			#
Proficient (37-39)			18			#
Reading and Writing (Grade K-1)						
Number Tested			42			2
Beginning (0-14)			5			#
Intermediate (15-24)			13			#
Advanced (25-32)			12			#
Proficient (33-35)			12			#
Listening and Speaking (Grade 2-4)						
Number Tested			21			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			4			0
Proficient (37-39)			17			0
Reading and Writing (Grade 2-4)						
Number Tested			21			0
Beginning (0-14)			1			0
Intermediate (15-24)			5			0
Advanced (25-32)			10			0
Proficient (33-35)			5			0
Listening and Speaking (Grade 5-6)						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			5			0
Reading and Writing (Grade 5-6)						
Number Tested			5			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			3			0
Proficient (33-35)			2			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			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			4			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 - L)