

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-04-10-03-0000  
 Name: Commack Union Free School District  
 Superintendent: James H. Hunderfund

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	578	594	602
First	606	587	571
Second	558	606	598
Third	576	577	618
Fourth	589	583	581
Fifth	563	606	580
Sixth	532	583	610
Ungraded Elementary	43	35	93
Seventh	574	544	587
Eighth	511	583	543
Ninth	491	524	578
Tenth	523	500	520
Eleventh	447	551	487
Twelfth	443	442	521
Ungraded Secondary	11	6	22
Total K-12 Enrollment	7045	7321	7511

## 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	396	5.6%	427	5.8%	492	6.6%
Black (Not Hispanic)	66	0.9%	65	0.9%	68	0.9%
Hispanic	142	2.0%	179	2.4%	183	2.4%
White (Not Hispanic)	6441	91.4%	6650	90.8%	6768	90.1%

## Average Class Size

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

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	65	0.9%	61	0.8%	62	0.8%
<b>Eligible for Free Lunch</b>	75	1.1%	115	1.6%	108	1.4%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.7%		96.1%		96.0%
<b>Student Suspensions</b>	96	1.4%	104	1.5%	80	1.1%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	1.1%	1.1%	0.9%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	584
Total Other Professional Staff	90
Total Paraprofessionals	123
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	356	337	95%	377	365	97%	449	437	97%
Students with Disabilities	52	25	48%	55	29	53%	53	36	68%
All Students	408	362	89%	432	394	91%	502	473	94%

\*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	383	74	17	0	12	16
Percent	76%	15%	3%	0%	2%	3%

## 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)
53	36	4	57

\*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.
<b>General-Education Students</b>	Dropped Out	10		13		6	0.3%
	Entered GED Program*	2		2		1	0.1%
	Total Noncompleters	12		15		7	0.4%
<b>Students with Disabilities</b>	Dropped Out	0		0		6	2.0%
	Entered GED Program*	3		2		1	0.3%
	Total Noncompleters	3		2		7	2.4%
<b>All Students</b>	Dropped Out	10	0.5%	13	0.6%	12	0.6%
	Entered GED Program*	5	0.3%	4	0.2%	2	0.1%
	Total Noncompleters	15	0.8%	17	0.8%	14	0.7%

\*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	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	455	500
	Number of Students with Disabilities	78	45	0
	Number of All Students	78	500	500
	Percent of Enrollment	4%	25%	24%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	48		
Completed and Passed Regents Exams	48	100%	77%
Completed and had Course Average of 75% or More	47	98%	81%
Completed and Attained a HS Diploma or Equivalent	48	100%	96%
Completed and Whose Status is Known	48		
Completed and Were Successfully Placed	48	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	67	50%	30%
Underrepresented Gender Members Who Completed	6	23%	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	55	98%	52	100%	32	100%
German	11	100%	13	100%	26	100%
Italian	122	98%	124	98%	149	99%
Latin	0	0%	0	0%	0	0%
Spanish	270	99%	270	100%	282	98%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	1	#
German	0	0%	3	#	0	0%
Italian	4	#	8	88%	9	67%
Latin	0	0%	0	0%	0	0%
Spanish	19	79%	20	90%	12	92%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	1	#
Science	1	#	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	1	#
Global Studies	1	#	0	0%	2	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	64%	6	67%	4	#
Science	11	55%	3	#	3	#
Reading	16	75%	0	0%	1	#
Writing	18	89%	2	#	3	#
Global Studies	20	50%	4	#	18	50%
U.S. Hist & Gov't	7	43%	3	#	12	25%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	436	521	486	54	59	61
Number Scoring 55-100	430	516	479	50	55	58
Number Scoring 65-100	423	511	462	45	52	46
Number Scoring 85-100	304	354	314	10	10	7
Percentage of Tested Scoring 55-100	99%	99%	99%	93%	93%	95%
Percentage of Tested Scoring 65-100	97%	98%	95%	83%	88%	75%
Percentage of Tested Scoring 85-100	70%	68%	65%	19%	17%	11%
<b>Mathematics A</b>						
Number Tested	640	633	647	70	104	94
Number Scoring 55-100	595	584	637	45	73	88
Number Scoring 65-100	532	540	612	36	57	72
Number Scoring 85-100	235	161	287	0	6	9
Percentage of Tested Scoring 55-100	93%	92%	98%	64%	70%	94%
Percentage of Tested Scoring 65-100	83%	85%	95%	51%	55%	77%
Percentage of Tested Scoring 85-100	37%	25%	44%	0%	6%	10%
<b>Mathematics B</b>						
Number Tested	205	384	334	0	15	12
Number Scoring 55-100	204	352	315	0	11	11
Number Scoring 65-100	204	301	295	0	6	8
Number Scoring 85-100	93	78	142	0	0	1
Percentage of Tested Scoring 55-100	100%	92%	94%	0%	73%	92%
Percentage of Tested Scoring 65-100	100%	78%	88%	0%	40%	67%
Percentage of Tested Scoring 85-100	45%	20%	43%	0%	0%	8%
<b>Global History and Geography</b>						
Number Tested	547	506	531	69	78	78
Number Scoring 55-100	542	487	501	65	66	58
Number Scoring 65-100	515	476	479	48	59	43
Number Scoring 85-100	218	254	250	4	7	11
Percentage of Tested Scoring 55-100	99%	96%	94%	94%	85%	74%
Percentage of Tested Scoring 65-100	94%	94%	90%	70%	76%	55%
Percentage of Tested Scoring 85-100	40%	50%	47%	6%	9%	14%
<b>U.S. History and Government</b>						
Number Tested	462	528	466	60	61	60
Number Scoring 55-100	455	519	449	56	54	49
Number Scoring 65-100	439	513	433	48	50	41
Number Scoring 85-100	183	312	253	7	5	9
Percentage of Tested Scoring 55-100	98%	98%	96%	93%	89%	82%
Percentage of Tested Scoring 65-100	95%	97%	93%	80%	82%	68%
Percentage of Tested Scoring 85-100	40%	59%	54%	12%	8%	15%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	504	468	573	63	67	82
Number Scoring 55-100	504	463	563	63	62	73
Number Scoring 65-100	500	455	549	60	55	64
Number Scoring 85-100	240	203	224	5	5	10
Percentage of Tested Scoring 55-100	100%	99%	98%	100%	93%	89%
Percentage of Tested Scoring 65-100	99%	97%	96%	95%	82%	78%
Percentage of Tested Scoring 85-100	48%	43%	39%	8%	7%	12%
<b>Physical Setting/Earth Science</b>						
Number Tested	447	513	537	39	49	44
Number Scoring 55-100	435	508	527	35	47	41
Number Scoring 65-100	423	502	511	32	46	35
Number Scoring 85-100	194	255	168	2	9	1
Percentage of Tested Scoring 55-100	97%	99%	98%	90%	96%	93%
Percentage of Tested Scoring 65-100	95%	98%	95%	82%	94%	80%
Percentage of Tested Scoring 85-100	43%	50%	31%	5%	18%	2%
<b>Physical Setting/Chemistry</b>						
Number Tested	385	420	393	10	14	19
Number Scoring 55-100	376	396	382	7	10	14
Number Scoring 65-100	316	315	305	4	7	4
Number Scoring 85-100	51	78	75	2	0	0
Percentage of Tested Scoring 55-100	98%	94%	97%	70%	71%	74%
Percentage of Tested Scoring 65-100	82%	75%	78%	40%	50%	21%
Percentage of Tested Scoring 85-100	13%	19%	19%	20%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			210			1
Number Scoring 55-100			210			#
Number Scoring 65-100			203			#
Number Scoring 85-100			73			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			97%			#
Percentage of Tested Scoring 85-100			35%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	66	68	50	0	0	0
Number Scoring 55-100	66	68	50	0	0	0
Number Scoring 65-100	63	68	50	0	0	0
Number Scoring 85-100	35	47	26	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	53%	69%	52%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	89	112	122	0	4	7
Number Scoring 55-100	89	111	122	0	#	7
Number Scoring 65-100	89	111	122	0	#	7
Number Scoring 85-100	41	69	94	0	#	2
Percentage of Tested Scoring 55-100	100%	99%	100%	0%	#	100%
Percentage of Tested Scoring 65-100	100%	99%	100%	0%	#	100%
Percentage of Tested Scoring 85-100	46%	62%	77%	0%	#	29%
<b>Comprehensive German</b>						
Number Tested	20	30	12	1	1	0
Number Scoring 55-100	20	30	12	#	#	0
Number Scoring 65-100	19	30	12	#	#	0
Number Scoring 85-100	6	18	8	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	95%	100%	100%	#	#	0%
Percentage of Tested Scoring 85-100	30%	60%	67%	#	#	0%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	249	331	304	8	12	28
Number Scoring 55-100	248	330	302	8	12	27
Number Scoring 65-100	246	329	300	7	12	26
Number Scoring 85-100	160	212	176	2	7	5
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	96%
Percentage of Tested Scoring 65-100	99%	99%	99%	88%	100%	93%
Percentage of Tested Scoring 85-100	64%	64%	58%	25%	58%	18%
<b>Comprehensive Latin</b>						
Number Tested	0	7	3	0	0	0
Number Scoring 55-100	0	7	#	0	0	0
Number Scoring 65-100	0	7	#	0	0	0
Number Scoring 85-100	0	6	#	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	86%	#	0%	0%	0%

(Form - H)



## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	195	13	0	27	4	0
Number Scoring 55-100	187	10	0	24	#	0
Number Scoring 65-100	182	8	0	24	#	0
Number Scoring 85-100	79	0	0	6	#	0
Percentage of Tested Scoring 55-100	96%	77%	0%	89%	#	0%
Percentage of Tested Scoring 65-100	93%	62%	0%	89%	#	0%
Percentage of Tested Scoring 85-100	41%	0%	0%	22%	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	72	100%	61	97%	10	100%
Students with Disabilities	22	77%	28	86%	2	#

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
<b>Nov 2003</b>	General-Education Students	529	0%	1%	35%	64%
	Students with Disabilities	60	5%	7%	70%	18%
	All Students	589	1%	1%	39%	59%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	485	0%	13%	60%	28%
	Students with Disabilities	48	4%	63%	31%	2%
	All Students	533	0%	17%	57%	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
<b>Elementary Level</b>						
Social Studies	7	0	0	0	0	7
<b>Middle Level</b>						
Social Studies	6	0	0	1	2	3
<b>Secondary Level</b>						
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	447	447	447	66	66	66	513	513	513
Number Scoring 55–64	2	1	0	11	5	2	13	6	2
Number Scoring 65–84	235	142	186	43	42	48	278	184	234
Number Scoring 85–100	208	297	259	3	5	6	211	302	265
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			15			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			4			0
Proficient (37-39)			8			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			15			0
Beginning (0-14)			3			0
Intermediate (15-24)			6			0
Advanced (25-32)			0			0
Proficient (33-35)			6			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			14			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			2			0
Proficient (37-39)			10			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			14			0
Beginning (0-14)			1			0
Intermediate (15-24)			2			0
Advanced (25-32)			6			0
Proficient (33-35)			5			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			7			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			2			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			7			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			4			0
Proficient (33-35)			3			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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			10			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			4			0
Proficient (37-39)			6			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			10			0
Beginning (0-14)			0			0
Intermediate (15-24)			2			0
Advanced (25-32)			7			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			13			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			2			#
Proficient (37-39)			10			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			13			1
Beginning (0-14)			1			#
Intermediate (15-24)			5			#
Advanced (25-32)			7			#
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)