

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-05-17-03-0000
 Name: Hicksville Union Free School District
 Superintendent: Maureen K. Bright

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	95	100	98
Kindergarten	367	371	340
First	377	382	375
Second	379	391	373
Third	377	396	393
Fourth	409	391	420
Fifth	404	416	398
Sixth	398	408	413
Ungraded Elementary	83	90	52
Seventh	420	401	420
Eighth	389	415	380
Ninth	358	419	491
Tenth	378	353	403
Eleventh	368	369	360
Twelfth	321	311	342
Ungraded Secondary	38	53	51
Total K-12 Enrollment	5066	5166	5211

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	793	15.7%	918	17.8%	989	19.0%
Black (Not Hispanic)	118	2.3%	120	2.3%	133	2.6%
Hispanic	795	15.7%	807	15.6%	900	17.3%
White (Not Hispanic)	3360	66.3%	3321	64.3%	3189	61.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	22	22	21
Common Branch	22	23	22
English Grade 8	24	24	24
Mathematics Grade 8	24	26	24
Science Grade 8	23	23	22
Social Studies Grade 8	26	26	25
English Grade 10	24	23	24
Mathematics Grade 10	23	23	24
Science Grade 10	20	22	22
Social Studies Grade 10	25	27	27

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	360	7.0%	422	8.0%	369	7.0%
Eligible for Free Lunch	310	6.1%	410	7.9%	446	8.6%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.4%		94.8%		95.4%
Student Suspensions	146	2.9%	143	2.8%	164	3.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	3.9%	4.5%	4.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	409
Total Other Professional Staff	67
Total Paraprofessionals	81
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	268	257	279
	Regents Diplomas	193	185	254
	% Regents Diplomas	72%	72%	91%
	Regents Diplomas with Advanced Designation**			120
	% Regents Diplomas with Advanced Designation			43%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	42	34	30
	Regents Diplomas	12	4	7
	% Regents Diplomas	29%	12%	23%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			3%
	IEP Diplomas or Local Certificates	9	11	9
All Students	Total Graduates*	310	291	309
	Regents Diplomas	205	189	261
	% Regents Diplomas	66%	65%	84%
	Regents Diplomas with Advanced Designation**			121
	% Regents Diplomas with Advanced Designation			39%
	IEP Diplomas or Local Certificates	9	11	9

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	152	109	3	2	7	0	0	6
	Percent	54%	39%	1%	1%	3%	0%	0%	2%
Students with Disabilities	Number	4	22	2	0	2	0	0	0
	Percent	13%	73%	7%	0%	7%	0%	0%	0%
All Students	Number	156	131	5	2	9	0	0	6
	Percent	50%	42%	2%	1%	3%	0%	0%	2%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	11		19	1.5%	10	0.7%
	Entered GED Program*	18		8	0.6%	22	1.6%
	Total Noncompleters	29		27	2.1%	32	2.3%
Students with Disabilities	Dropped Out	2		3	1.2%	1	0.4%
	Entered GED Program*	3		2	0.8%	9	3.4%
	Total Noncompleters	5		5	2.0%	10	3.8%
All Students	Dropped Out	13	0.9%	22	1.4%	11	0.7%
	Entered GED Program*	21	1.5%	10	0.6%	31	1.9%
	Total Noncompleters	34	2.4%	32	2.1%	42	2.6%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	1279	1387
	Number of Students with Disabilities	169	198	209
	Number of All Students	169	1477	1596
	Percent of Enrollment	12%	99%	98%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	3		
Completed and Passed Regents Exams	3	100%	80%
Completed and had Course Average of 75% or More	3	100%	82%
Completed and Attained a HS Diploma or Equivalent	3	100%	96%
Completed and Whose Status is Known	3		
Completed and Were Successfully Placed	3	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0	0%	25%
Underrepresented Gender Members Who Completed	1	33%	19%

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	30	97%	22	100%	24	71%
German	14	93%	18	100%	11	100%
Italian	62	90%	68	100%	70	91%
Latin	0	0%	0	0%	0	0%
Spanish	186	95%	234	83%	288	93%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	0	0%
German	2	#	0	0%	0	0%
Italian	0	0%	2	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	11	82%	15	80%	11	36%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	17	94%	12	75%	14	57%
Science	30	60%	24	50%	31	84%
Reading	6	100%	3	#	10	80%
Writing	8	63%	4	#	10	90%
Global Studies	30	43%	10	80%	24	29%
U.S. Hist & Gov't	26	46%	22	45%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	332	347	393	41	39	55
Number Scoring 55-100	306	336	380	19	31	48
Number Scoring 65-100	292	318	366	13	22	46
Number Scoring 85-100	162	217	233	0	4	15
Percentage of Tested Scoring 55-100	92%	97%	97%	46%	79%	87%
Percentage of Tested Scoring 65-100	88%	92%	93%	32%	56%	84%
Percentage of Tested Scoring 85-100	49%	63%	59%	0%	10%	27%
Mathematics A						
Number Tested	376	430	201	42	46	61
Number Scoring 55-100	318	421	181	26	40	45
Number Scoring 65-100	300	397	151	23	34	30
Number Scoring 85-100	45	135	17	2	3	1
Percentage of Tested Scoring 55-100	85%	98%	90%	62%	87%	74%
Percentage of Tested Scoring 65-100	80%	92%	75%	55%	74%	49%
Percentage of Tested Scoring 85-100	12%	31%	8%	5%	7%	2%
Mathematics B						
Number Tested	56	154	246	0	3	8
Number Scoring 55-100	55	132	177	0	#	4
Number Scoring 65-100	55	106	150	0	#	3
Number Scoring 85-100	23	39	56	0	#	0
Percentage of Tested Scoring 55-100	98%	86%	72%	0%	#	50%
Percentage of Tested Scoring 65-100	98%	69%	61%	0%	#	38%
Percentage of Tested Scoring 85-100	41%	25%	23%	0%	#	0%
Global History and Geography						
Number Tested	382	383	415	47	53	68
Number Scoring 55-100	344	369	375	28	47	45
Number Scoring 65-100	319	356	347	20	43	36
Number Scoring 85-100	130	197	178	3	12	7
Percentage of Tested Scoring 55-100	90%	96%	90%	60%	89%	66%
Percentage of Tested Scoring 65-100	84%	93%	84%	43%	81%	53%
Percentage of Tested Scoring 85-100	34%	51%	43%	6%	23%	10%
U.S. History and Government						
Number Tested	339	349	389	42	40	50
Number Scoring 55-100	322	332	368	30	30	45
Number Scoring 65-100	303	307	354	22	17	42
Number Scoring 85-100	136	162	210	1	5	14
Percentage of Tested Scoring 55-100	95%	95%	95%	71%	75%	90%
Percentage of Tested Scoring 65-100	89%	88%	91%	52%	42%	84%
Percentage of Tested Scoring 85-100	40%	46%	54%	2%	12%	28%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	328	365	348	26	40	35
Number Scoring 55-100	317	361	337	21	40	29
Number Scoring 65-100	304	342	324	18	34	28
Number Scoring 85-100	105	116	148	4	3	1
Percentage of Tested Scoring 55-100	97%	99%	97%	81%	100%	83%
Percentage of Tested Scoring 65-100	93%	94%	93%	69%	85%	80%
Percentage of Tested Scoring 85-100	32%	32%	43%	15%	7%	3%
Physical Setting/Earth Science						
Number Tested	390	363	420	64	51	55
Number Scoring 55-100	367	327	382	48	30	33
Number Scoring 65-100	333	293	331	33	20	23
Number Scoring 85-100	136	95	140	7	2	4
Percentage of Tested Scoring 55-100	94%	90%	91%	75%	59%	60%
Percentage of Tested Scoring 65-100	85%	81%	79%	52%	39%	42%
Percentage of Tested Scoring 85-100	35%	26%	33%	11%	4%	7%
Physical Setting/Chemistry						
Number Tested	216	223	274	3	6	7
Number Scoring 55-100	173	180	241	#	4	5
Number Scoring 65-100	132	110	173	#	2	3
Number Scoring 85-100	19	30	41	#	0	0
Percentage of Tested Scoring 55-100	80%	81%	88%	#	67%	71%
Percentage of Tested Scoring 65-100	61%	49%	63%	#	33%	43%
Percentage of Tested Scoring 85-100	9%	13%	15%	#	0%	0%
Physical Setting/Physics						
Number Tested		9	106		0	3
Number Scoring 55-100		8	87		0	#
Number Scoring 65-100		8	70		0	#
Number Scoring 85-100		4	28		0	#
Percentage of Tested Scoring 55-100		89%	82%		0%	#
Percentage of Tested Scoring 65-100		89%	66%		0%	#
Percentage of Tested Scoring 85-100		44%	26%		0%	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	30	11	17	1	0	0
Number Scoring 55-100	29	11	17	#	0	0
Number Scoring 65-100	29	11	17	#	0	0
Number Scoring 85-100	18	9	15	#	0	0
Percentage of Tested Scoring 55-100	97%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	97%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	60%	82%	88%	#	0%	0%
Comprehensive Italian						
Number Tested	43	135	44	2	3	0
Number Scoring 55-100	43	135	44	#	#	0
Number Scoring 65-100	42	134	44	#	#	0
Number Scoring 85-100	23	98	29	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	98%	99%	100%	#	#	0%
Percentage of Tested Scoring 85-100	53%	73%	66%	#	#	0%
Comprehensive German						
Number Tested	12	14	13	0	1	2
Number Scoring 55-100	12	14	13	0	#	#
Number Scoring 65-100	10	14	13	0	#	#
Number Scoring 85-100	5	9	8	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	83%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	42%	64%	62%	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	135	354	177	5	14	3
Number Scoring 55-100	133	346	175	5	14	#
Number Scoring 65-100	132	315	172	5	13	#
Number Scoring 85-100	70	139	93	0	8	#
Percentage of Tested Scoring 55-100	99%	98%	99%	100%	100%	#
Percentage of Tested Scoring 65-100	98%	89%	97%	100%	93%	#
Percentage of Tested Scoring 85-100	52%	39%	53%	0%	57%	#
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	365	1%	2%	33%	64%
	Students with Disabilities	46	28%	4%	54%	13%
	All Students	411	4%	2%	35%	58%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	341	1%	13%	58%	28%
	Students with Disabilities	55	4%	58%	35%	4%
	All Students	396	2%	19%	55%	24%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	5	0	0	1	3	1
Middle Level						
Social Studies	4	0	#	#	#	#
Secondary Level						
English Language Arts	5	0	0	2	3	0
Social Studies	5	0	0	0	4	1
Mathematics	5	0	0	2	2	1
Science	5	0	0	1	2	2

2001 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	270	270	270	49	49	49	319	319	319
Number Scoring 55–64	14	5	6	4	11	10	18	16	16
Number Scoring 65–84	141	111	138	17	12	18	158	123	156
Number Scoring 85–100	108	141	122	2	4	2	110	145	124
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		148	137		0	11
Beginning		3	7		0	1
Intermediate		24	21		0	3
Advanced		39	60		0	5
Proficient		82	49		0	2
Reading and Writing (Grade K-1)						
Number Tested		148	138		0	11
Beginning		29	39		0	4
Intermediate		29	44		0	2
Advanced		41	24		0	4
Proficient		49	31		0	1
Listening and Speaking (Grade 2-4)						
Number Tested		125	111		4	26
Beginning		6	2		#	0
Intermediate		14	13		#	3
Advanced		29	51		#	15
Proficient		76	45		#	8
Reading and Writing (Grade 2-4)						
Number Tested		125	111		4	26
Beginning		26	11		#	5
Intermediate		44	21		#	8
Advanced		41	45		#	8
Proficient		14	34		#	5
Listening and Speaking (Grade 5-6)						
Number Tested		41	46		2	7
Beginning		2	1		#	0
Intermediate		3	6		#	0
Advanced		9	26		#	5
Proficient		27	13		#	2
Reading and Writing (Grade 5-6)						
Number Tested		41	46		2	7
Beginning		4	4		#	0
Intermediate		14	14		#	4
Advanced		19	17		#	2
Proficient		4	11		#	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 - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		30	35		0	0
Beginning		2	2		0	0
Intermediate		3	4		0	0
Advanced		19	13		0	0
Proficient		6	16		0	0
Reading and Writing (Grade 7-8)						
Number Tested		30	34		0	0
Beginning		3	5		0	0
Intermediate		12	13		0	0
Advanced		8	8		0	0
Proficient		7	8		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		63	71		1	2
Beginning		13	3		#	#
Intermediate		17	27		#	#
Advanced		15	20		#	#
Proficient		18	21		#	#
Reading and Writing (Grade 9-12)						
Number Tested		63	72		1	2
Beginning		16	3		#	#
Intermediate		18	34		#	#
Advanced		25	20		#	#
Proficient		4	15		#	#

*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)