

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-08-02-0003
 Name: Miller Place High School
 Principal: Seth Lipshie

Grade Range : 9-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	219	258	238
Tenth	222	193	240
Eleventh	220	216	188
Twelfth	196	217	209
Ungraded Secondary	0	0	0
Total K-12 Enrollment	857	884	875

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	9	1.1%	18	2.0%	13	1.5%
Black (Not Hispanic)	6	0.7%	7	0.8%	5	0.6%
Hispanic	6	0.7%	5	0.6%	6	0.7%
White (Not Hispanic)	836	97.5%	854	96.6%	851	97.3%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	23	25
Mathematics Grade 10	25	29	22
Science Grade 10	0	25	17
Social Studies Grade 10	21	22	25

(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
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.4%	13	1.5%	15	1.7%
Eligible for Free Lunch	7	0.8%	12	1.4%	9	1.0%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.3%		94.5%		93.9%
Student Suspensions	102	12.3%	121	14.1%	72	8.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.8%	0.6%	0.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	98%	105%

Staff Counts

Staff	2002–2003
Total Teachers	72
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	5
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	163	130	80%	196	153	78%	193	142	74%
Students with Disabilities	26	6	23%	17	6	35%	4	0	0%
All Students	189	136	72%	213	159	75%	197	142	72%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	114	70	1	3	9	0
Percent	58%	36%	1%	2%	5%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
4	0	1	5

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		2	
	Entered GED Program*			9		8	
	Total Noncompleters			9		10	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			5		3	
	Total Noncompleters			5		3	
All Students	Dropped Out	0	0.0%	0	0.0%	2	0.2%
	Entered GED Program*	8	0.9%	14	1.6%	11	1.3%
	Total Noncompleters	8	0.9%	14	1.6%	13	1.5%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	2	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	18	61%	2	#

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	1	#

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	16	94%	3	#
Science	1	#	14	43%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	9	100%	1	#
U.S. Hist & Gov't	0	0%	3	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	82%	2	#	19	84%
Science	5	60%	0	0%	16	44%
Reading	2	#	3	#	6	67%
Writing	3	#	3	#	6	67%
Global Studies	6	17%	2	#	11	27%
U.S. Hist & Gov't	8	88%	2	#	9	44%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	217	234	189	17	13	20
Number Scoring 55–100	215	232	181	15	12	12
Number Scoring 65–100	205	220	180	11	9	11
Number Scoring 85–100	101	127	114	1	2	3
Percentage of Tested Scoring 55–100	99%	99%	96%	88%	92%	60%
Percentage of Tested Scoring 65–100	94%	94%	95%	65%	69%	55%
Percentage of Tested Scoring 85–100	47%	54%	60%	6%	15%	15%
Mathematics A						
Number Tested	4	8	251	0	0	28
Number Scoring 55–100	#	1	212	0	0	14
Number Scoring 65–100	#	0	185	0	0	11
Number Scoring 85–100	#	0	39	0	0	2
Percentage of Tested Scoring 55–100	#	12%	84%	0%	0%	50%
Percentage of Tested Scoring 65–100	#	0%	74%	0%	0%	39%
Percentage of Tested Scoring 85–100	#	0%	16%	0%	0%	7%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	217	203	253	17	3	29
Number Scoring 55–100	207	197	241	12	#	21
Number Scoring 65–100	194	185	231	10	#	18
Number Scoring 85–100	65	40	90	0	#	1
Percentage of Tested Scoring 55–100	95%	97%	95%	71%	#	72%
Percentage of Tested Scoring 65–100	89%	91%	91%	59%	#	62%
Percentage of Tested Scoring 85–100	30%	20%	36%	0%	#	3%
U.S. History and Government (first administered June 2001)						
Number Tested	221	208	198	20	3	19
Number Scoring 55–100	204	198	197	13	#	18
Number Scoring 65–100	192	180	189	11	#	14
Number Scoring 85–100	99	65	88	3	#	3
Percentage of Tested Scoring 55–100	92%	95%	99%	65%	#	95%
Percentage of Tested Scoring 65–100	87%	87%	95%	55%	#	74%
Percentage of Tested Scoring 85–100	45%	31%	44%	15%	#	16%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	234	226	203	22	2	27
Number Scoring 55–100	231	224	197	22	#	24
Number Scoring 65–100	225	217	190	21	#	22
Number Scoring 85–100	30	66	66	0	#	1
Percentage of Tested Scoring 55–100	99%	99%	97%	100%	#	89%
Percentage of Tested Scoring 65–100	96%	96%	94%	95%	#	81%
Percentage of Tested Scoring 85–100	13%	29%	33%	0%	#	4%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	76	83	109	11	4	18
Number Scoring 55–100	73	79	104	10	#	16
Number Scoring 65–100	60	73	95	6	#	13
Number Scoring 85–100	18	18	33	1	#	2
Percentage of Tested Scoring 55–100	96%	95%	95%	91%	#	89%
Percentage of Tested Scoring 65–100	79%	88%	87%	55%	#	72%
Percentage of Tested Scoring 85–100	24%	22%	30%	9%	#	11%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		156	201		1	5
Number Scoring 55–100		141	191		#	3
Number Scoring 65–100		84	152		#	2
Number Scoring 85–100		5	15		#	0
Percentage of Tested Scoring 55–100		90%	95%		#	60%
Percentage of Tested Scoring 65–100		54%	76%		#	40%
Percentage of Tested Scoring 85–100		3%	7%		#	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	25	23	33	0	0	0
Number Scoring 55–100	25	22	32	0	0	0
Number Scoring 65–100	25	22	32	0	0	0
Number Scoring 85–100	21	7	12	0	0	0
Percentage of Tested Scoring 55–100	100%	96%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	96%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	84%	30%	36%	0%	0%	0%
Comprehensive Italian						
Number Tested	17	22	39	0	0	0
Number Scoring 55–100	17	22	37	0	0	0
Number Scoring 65–100	16	21	34	0	0	0
Number Scoring 85–100	7	3	20	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	95%	87%	0%	0%	0%
Percentage of Tested Scoring 85–100	41%	14%	51%	0%	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	131	103	124	0	0	5
Number Scoring 55–100	131	103	123	0	0	4
Number Scoring 65–100	128	101	122	0	0	4
Number Scoring 85–100	87	67	80	0	0	3
Percentage of Tested Scoring 55–100	100%	100%	99%	0%	0%	80%
Percentage of Tested Scoring 65–100	98%	98%	98%	0%	0%	80%
Percentage of Tested Scoring 85–100	66%	65%	65%	0%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	213	213	57	14	1	2
Number Scoring 55–100	173	146	45	12	#	#
Number Scoring 65–100	161	122	36	9	#	#
Number Scoring 85–100	67	53	3	3	#	#
Percentage of Tested Scoring 55–100	81%	69%	79%	86%	#	#
Percentage of Tested Scoring 65–100	76%	57%	63%	64%	#	#
Percentage of Tested Scoring 85–100	31%	25%	5%	21%	#	#
Sequential Mathematics, Course III						
Number Tested	155	168	179	5	2	5
Number Scoring 55–100	134	142	125	4	#	1
Number Scoring 65–100	127	126	104	3	#	1
Number Scoring 85–100	58	64	45	1	#	0
Percentage of Tested Scoring 55–100	86%	85%	70%	80%	#	20%
Percentage of Tested Scoring 65–100	82%	75%	58%	60%	#	20%
Percentage of Tested Scoring 85–100	37%	38%	25%	20%	#	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	18	100%	14	100%	16	100%
Students with Disabilities	0	0%	2	#	2	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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	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

1999 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	196	196	196	6	6	6	202	202	202
Number Scoring 55–64	3	12	4	2	1	2	5	13	6
Number Scoring 65–84	127	115	105	2	4	3	129	119	108
Number Scoring 85–100	60	65	85	0	0	0	60	65	85
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)