

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-02-03-0000

Name: Uniondale Union Free School District

Superintendent: Dr. Mary R. Cannie

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	432	390	408
First	462	517	474
Second	467	495	525
Third	456	502	512
Fourth	470	489	496
Fifth	479	499	511
Sixth	455	525	517
Ungraded Elementary	57	52	50
Seventh	509	491	563
Eighth	418	479	474
Ninth	548	537	603
Tenth	508	430	474
Eleventh	408	337	381
Twelfth	375	347	337
Ungraded Secondary	20	0	0
Total K-12 Enrollment	6064	6090	6325

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	91	1.5%	91	1.5%	86	1.4%
Black (Not Hispanic)	4438	73.2%	4392	72.1%	4364	69.0%
Hispanic	1411	23.3%	1486	24.4%	1770	28.0%
White (Not Hispanic)	124	2.0%	121	2.0%	105	1.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	16	18
Common Branch	22	22	21
English Grade 8	20	23	20
Mathematics Grade 8	20	23	23
Science Grade 8	15	18	19
Social Studies Grade 8	21	24	21
English Grade 10	24	23	24
Mathematics Grade 10	21	23	21
Science Grade 10	22	17	20
Social Studies Grade 10	23	23	22

(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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	554	9.1%	602	9.9%	631	10.0%
Eligible for Free Lunch	1388	22.9%	1574	25.9%	1509	23.9%

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		94.9%		94.7%		95.0%
Student Suspensions	458	7.7%	606	10.0%	580	9.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.2%	8.1%	7.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	578
Total Other Professional Staff	89
Total Paraprofessionals	100
Teaching Out of Certification*	19
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	324	155	48%	300	134	45%	325	119	37%
Students with Disabilities	19	1	5%	7	0	0%	34	0	0%
All Students	343	156	45%	307	134	44%	359	119	33%

*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	145	135	7	11	11	50
Percent	40%	38%	2%	3%	3%	14%

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)
34	0	0	34

*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			21		25	
	Entered GED Program*			25		40	
	Total Noncompleters			46		65	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		3	
	Total Noncompleters			1		4	
All Students	Dropped Out	39	2.1%	22	1.3%	26	1.4%
	Entered GED Program*	34	1.8%	25	1.5%	43	2.4%
	Total Noncompleters	73	3.9%	47	2.8%	69	3.8%

*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		949	923
	Number of Students with Disabilities		35	109
	Number of All Students		984	1032
	Percent of Enrollment		65%	66%
9-12	Number of General-Education Students		1226	1068
	Number of Students with Disabilities		0	158
	Number of All Students		1226	1226
	Percent of Enrollment		74%	68%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	48	94%	40	90%	65	91%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	247	88%	238	93%	191	96%

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	2	#	1	#	0	0%

(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%	3	#	27	63%
Science	66	55%	6	67%	22	55%
Reading	3	#	1	#	6	50%
Writing	0	0%	1	#	3	#
Global Studies	21	24%	0	0%	4	#
U.S. Hist & Gov't	56	45%	0	0%	5	40%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	46	83%	40	68%	19	63%
Science	39	44%	62	53%	27	26%
Reading	17	82%	23	91%	27	63%
Writing	21	95%	24	96%	29	86%
Global Studies	4	#	5	0%	13	54%
U.S. Hist & Gov't	1	#	4	#	8	62%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	447	391	468	17	23	34
Number Scoring 55–100	404	346	380	15	19	18
Number Scoring 65–100	309	279	322	6	14	10
Number Scoring 85–100	41	58	124	0	0	1
Percentage of Tested Scoring 55–100	90%	88%	81%	88%	83%	53%
Percentage of Tested Scoring 65–100	69%	71%	69%	35%	61%	29%
Percentage of Tested Scoring 85–100	9%	15%	26%	0%	0%	3%
Mathematics A						
Number Tested	0	330	551	0	18	16
Number Scoring 55–100	0	237	439	0	6	7
Number Scoring 65–100	0	139	374	0	2	5
Number Scoring 85–100	0	46	39	0	0	0
Percentage of Tested Scoring 55–100	0%	72%	80%	0%	33%	44%
Percentage of Tested Scoring 65–100	0%	42%	68%	0%	11%	31%
Percentage of Tested Scoring 85–100	0%	14%	7%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	32	0	0	0
Number Scoring 55–100	0	0	32	0	0	0
Number Scoring 65–100	0	0	32	0	0	0
Number Scoring 85–100	0	0	8	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	25%	0%	0%	0%
Global History and Geography						
Number Tested	414	428	475	33	35	22
Number Scoring 55–100	380	392	389	26	32	11
Number Scoring 65–100	342	348	350	21	27	5
Number Scoring 85–100	94	57	99	0	0	2
Percentage of Tested Scoring 55–100	92%	92%	82%	79%	91%	50%
Percentage of Tested Scoring 65–100	83%	81%	74%	64%	77%	23%
Percentage of Tested Scoring 85–100	23%	13%	21%	0%	0%	9%
U.S. History and Government (first administered June 2001)						
Number Tested	396	398	432	11	27	28
Number Scoring 55–100	340	348	408	9	23	23
Number Scoring 65–100	296	312	375	5	19	20
Number Scoring 85–100	63	39	107	0	0	0
Percentage of Tested Scoring 55–100	86%	87%	94%	82%	85%	82%
Percentage of Tested Scoring 65–100	75%	78%	87%	45%	70%	71%
Percentage of Tested Scoring 85–100	16%	10%	25%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	475	523	459	20	28	18
Number Scoring 55–100	426	485	401	12	24	11
Number Scoring 65–100	354	411	325	9	18	7
Number Scoring 85–100	27	18	29	0	0	0
Percentage of Tested Scoring 55–100	90%	93%	87%	60%	86%	61%
Percentage of Tested Scoring 65–100	75%	79%	71%	45%	64%	39%
Percentage of Tested Scoring 85–100	6%	3%	6%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	127	305	387	2	8	5
Number Scoring 55–100	85	273	343	#	6	3
Number Scoring 65–100	58	223	283	#	4	2
Number Scoring 85–100	8	11	43	#	0	0
Percentage of Tested Scoring 55–100	67%	90%	89%	#	75%	60%
Percentage of Tested Scoring 65–100	46%	73%	73%	#	50%	40%
Percentage of Tested Scoring 85–100	6%	4%	11%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		208	283		0	1
Number Scoring 55–100		162	238		0	#
Number Scoring 65–100		74	122		0	#
Number Scoring 85–100		4	6		0	#
Percentage of Tested Scoring 55–100		78%	84%		0%	#
Percentage of Tested Scoring 65–100		36%	43%		0%	#
Percentage of Tested Scoring 85–100		2%	2%		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	53	53	65	0	0	0
Number Scoring 55–100	45	48	60	0	0	0
Number Scoring 65–100	40	46	52	0	0	0
Number Scoring 85–100	13	18	16	0	0	0
Percentage of Tested Scoring 55–100	85%	91%	92%	0%	0%	0%
Percentage of Tested Scoring 65–100	75%	87%	80%	0%	0%	0%
Percentage of Tested Scoring 85–100	25%	34%	25%	0%	0%	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	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	282	284	270	2	3	2
Number Scoring 55–100	276	278	267	#	#	#
Number Scoring 65–100	269	271	258	#	#	#
Number Scoring 85–100	175	147	124	#	#	#
Percentage of Tested Scoring 55–100	98%	98%	99%	#	#	#
Percentage of Tested Scoring 65–100	95%	95%	96%	#	#	#
Percentage of Tested Scoring 85–100	62%	52%	46%	#	#	#
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	375	225	93	1	6	4
Number Scoring 55–100	238	143	59	#	3	#
Number Scoring 65–100	192	113	42	#	1	#
Number Scoring 85–100	39	9	3	#	0	#
Percentage of Tested Scoring 55–100	63%	64%	63%	#	50%	#
Percentage of Tested Scoring 65–100	51%	50%	45%	#	17%	#
Percentage of Tested Scoring 85–100	10%	4%	3%	#	0%	#
Sequential Mathematics, Course III						
Number Tested	201	179	72	0	0	1
Number Scoring 55–100	142	145	42	0	0	#
Number Scoring 65–100	118	117	32	0	0	#
Number Scoring 85–100	20	29	3	0	0	#
Percentage of Tested Scoring 55–100	71%	81%	58%	0%	0%	#
Percentage of Tested Scoring 65–100	59%	65%	44%	0%	0%	#
Percentage of Tested Scoring 85–100	10%	16%	4%	0%	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	49	96%	77	91%	158	88%
Students with Disabilities	0	0%	10	90%	14	79%

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	470	7%	8%	60%	25%
	Students with Disabilities	36	6%	17%	56%	22%
	All Students	506	7%	8%	60%	25%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	431	2%	32%	60%	6%
	Students with Disabilities	38	5%	63%	32%	0%
	All Students	469	2%	34%	58%	6%

(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	3	0	#	#	#	#
Middle Level						
Social Studies	2	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	354	354	354	46	46	46	400	400	400
Number Scoring 55–64	16	19	31	4	6	2	20	25	33
Number Scoring 65–84	216	245	255	28	19	15	244	264	270
Number Scoring 85–100	78	38	15	0	0	0	78	38	15
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)