

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-04-06-03-0000

Name: Manhasset Union Free School District

Superintendent: Lawrence Bozzomo

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	193	174	189
First	184	217	203
Second	200	191	218
Third	183	211	195
Fourth	170	184	216
Fifth	198	173	200
Sixth	189	201	182
Ungraded Elementary	8	9	8
Seventh	203	201	225
Eighth	185	212	203
Ninth	186	192	215
Tenth	175	183	199
Eleventh	174	184	185
Twelfth	181	179	186
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2429	2511	2624

## 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	272	11.2%	264	10.5%	261	9.9%
Black (Not Hispanic)	149	6.1%	157	6.3%	151	5.8%
Hispanic	76	3.1%	83	3.3%	81	3.1%
White (Not Hispanic)	1932	79.5%	2007	79.9%	2131	81.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	17	19
Common Branch	20	20	21
English Grade 8	20	25	23
Mathematics Grade 8	16	17	15
Science Grade 8	21	21	25
Social Studies Grade 8	22	24	24
English Grade 10	24	19	23
Mathematics Grade 10	14	15	17
Science Grade 10	18	16	12
Social Studies Grade 10	18	17	23

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	43	1.8%	51	2.0%	61	2.3%
Eligible for Free Lunch	82	3.7%	83	3.5%	87	3.6%

### 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		96.2%		96.1%		95.7%
Student Suspensions	67	2.8%	61	2.5%	83	3.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.3%	0.8%	0.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	241
Total Other Professional Staff	42
Total Paraprofessionals	121
Teaching Out of Certification*	0
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	160	141	88%	142	132	93%	158	135	85%
Students with Disabilities	29	7	24%	28	14	50%	28	9	32%
All Students	189	148	78%	170	146	86%	186	144	77%

\*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	155	18	2	0	5	6
Percent	83%	10%	1%	0%	3%	3%

## 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)
28	9	0	28

\*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			7		1	
	Entered GED Program*			0		0	
	Total Noncompleters			7		1	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		0	
	Total Noncompleters			1		1	
All Students	Dropped Out	1	0.1%	8	1.1%	2	0.3%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	1	0.1%	8	1.1%	2	0.3%

\*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	50	100%	0	0%	34	100%
German	0	0%	0	0%	0	0%
Italian	17	94%	0	0%	29	100%
Latin	0	0%	0	0%	1	#
Spanish	104	100%	0	0%	110	99%

### 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	4	#	0	0%	6	83%

(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%	8	100%	3	#
Science	0	0%	0	0%	3	#
Reading	0	0%	2	#	1	#
Writing	0	0%	2	#	1	#
Global Studies	0	0%	2	#	1	#
U.S. Hist & Gov't	1	#	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	85%	8	100%	13	100%
Science	15	93%	0	0%	4	#
Reading	0	0%	11	91%	11	100%
Writing	0	0%	12	100%	12	100%
Global Studies	3	#	0	0%	4	#
U.S. Hist & Gov't	6	100%	3	#	5	80%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	169	167	172	33	20	25
Number Scoring 55–100	168	166	170	33	19	24
Number Scoring 65–100	164	164	167	31	18	22
Number Scoring 85–100	118	128	128	8	6	8
Percentage of Tested Scoring 55–100	99%	99%	99%	100%	95%	96%
Percentage of Tested Scoring 65–100	97%	98%	97%	94%	90%	88%
Percentage of Tested Scoring 85–100	70%	77%	74%	24%	30%	32%
<b>Mathematics A</b>						
Number Tested	0	311	183	0	27	22
Number Scoring 55–100	0	304	176	0	25	18
Number Scoring 65–100	0	295	171	0	22	16
Number Scoring 85–100	0	233	97	0	10	3
Percentage of Tested Scoring 55–100	0%	98%	96%	0%	93%	82%
Percentage of Tested Scoring 65–100	0%	95%	93%	0%	81%	73%
Percentage of Tested Scoring 85–100	0%	75%	53%	0%	37%	14%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	172	130	197	31	21	23
Number Scoring 55–100	171	128	193	30	21	20
Number Scoring 65–100	168	124	192	27	19	20
Number Scoring 85–100	112	66	132	6	4	7
Percentage of Tested Scoring 55–100	99%	98%	98%	97%	100%	87%
Percentage of Tested Scoring 65–100	98%	95%	97%	87%	90%	87%
Percentage of Tested Scoring 85–100	65%	51%	67%	19%	19%	30%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	175	172	180	40	26	25
Number Scoring 55–100	168	165	176	35	22	24
Number Scoring 65–100	157	155	173	29	20	21
Number Scoring 85–100	103	94	127	10	3	10
Percentage of Tested Scoring 55–100	96%	96%	98%	88%	85%	96%
Percentage of Tested Scoring 65–100	90%	90%	96%	72%	77%	84%
Percentage of Tested Scoring 85–100	59%	55%	71%	25%	12%	40%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	164	367	203	38	38	39
Number Scoring 55–100	164	367	199	38	38	36
Number Scoring 65–100	163	365	187	37	38	26
Number Scoring 85–100	63	164	86	12	12	5
Percentage of Tested Scoring 55–100	100%	100%	98%	100%	100%	92%
Percentage of Tested Scoring 65–100	99%	99%	92%	97%	100%	67%
Percentage of Tested Scoring 85–100	38%	45%	42%	32%	32%	13%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	166	2	191	15	0	7
Number Scoring 55–100	166	#	191	15	0	7
Number Scoring 65–100	162	#	190	15	0	7
Number Scoring 85–100	94	#	127	1	0	3
Percentage of Tested Scoring 55–100	100%	#	100%	100%	0%	100%
Percentage of Tested Scoring 65–100	98%	#	99%	100%	0%	100%
Percentage of Tested Scoring 85–100	57%	#	66%	7%	0%	43%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		152	174		14	10
Number Scoring 55–100		152	171		14	9
Number Scoring 65–100		133	150		9	5
Number Scoring 85–100		34	51		0	0
Percentage of Tested Scoring 55–100		100%	98%		100%	90%
Percentage of Tested Scoring 65–100		88%	86%		64%	50%
Percentage of Tested Scoring 85–100		22%	29%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	19	17	33	0	1	1
Number Scoring 55–100	19	17	33	0	#	#
Number Scoring 65–100	19	17	33	0	#	#
Number Scoring 85–100	16	16	27	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	84%	94%	82%	0%	#	#
<b>Comprehensive Italian</b>						
Number Tested	26	26	22	0	1	0
Number Scoring 55–100	26	26	22	0	#	0
Number Scoring 65–100	26	26	22	0	#	0
Number Scoring 85–100	10	18	22	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	38%	69%	100%	0%	#	0%
<b>Comprehensive German</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 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	106	87	107	15	6	9
Number Scoring 55–100	106	87	107	15	6	9
Number Scoring 65–100	106	87	107	15	6	9
Number Scoring 85–100	97	79	98	10	4	5
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 85–100	92%	91%	92%	67%	67%	56%
<b>Comprehensive Latin</b>						
Number Tested	11	10	24	0	0	1
Number Scoring 55–100	11	10	24	0	0	#
Number Scoring 65–100	11	10	23	0	0	#
Number Scoring 85–100	5	9	8	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	96%	0%	0%	#
Percentage of Tested Scoring 85–100	45%	90%	33%	0%	0%	#

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	168	30	0	26	12	0
Number Scoring 55–100	161	29	0	21	12	0
Number Scoring 65–100	157	26	0	18	10	0
Number Scoring 85–100	112	3	0	5	2	0
Percentage of Tested Scoring 55–100	96%	97%	0%	81%	100%	0%
Percentage of Tested Scoring 65–100	93%	87%	0%	69%	83%	0%
Percentage of Tested Scoring 85–100	67%	10%	0%	19%	17%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	0	1	181	0	0	15
Number Scoring 55–100	0	#	173	0	0	12
Number Scoring 65–100	0	#	166	0	0	11
Number Scoring 85–100	0	#	104	0	0	7
Percentage of Tested Scoring 55–100	0%	#	96%	0%	0%	80%
Percentage of Tested Scoring 65–100	0%	#	92%	0%	0%	73%
Percentage of Tested Scoring 85–100	0%	#	57%	0%	0%	47%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	1	#	0	0%	0	0%

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
<b>Nov 2002</b>	General-Education Students	181	1%	1%	49%	50%
	Students with Disabilities	19	11%	32%	58%	0%
	All Students	200	2%	4%	50%	45%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	174	1%	7%	63%	29%
	Students with Disabilities	25	8%	32%	60%	0%
	All Students	199	2%	10%	63%	26%

(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
<b>Elementary Level</b>						
Social Studies	2	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	2	0	#	#	#	#
<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

## 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	157	157	157	28	28	28	185	185	185
Number Scoring 55–64	3	4	0	2	2	3	5	6	3
Number Scoring 65–84	37	54	59	20	19	17	57	73	76
Number Scoring 85–100	113	94	91	3	3	5	116	97	96
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)