

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-04-11-03-0000

Name: Carle Place Union Free School District

Superintendent: Patricia B. Hansen

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	92	135	85
First	117	99	136
Second	93	114	106
Third	113	93	113
Fourth	123	106	100
Fifth	137	121	111
Sixth	118	136	114
Ungraded Elementary	0	23	17
Seventh	133	121	131
Eighth	122	135	120
Ninth	120	128	129
Tenth	127	116	122
Eleventh	113	117	113
Twelfth	112	116	120
Ungraded Secondary	0	1	0
Total K-12 Enrollment	1520	1561	1517

## 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	87	5.7%	97	6.2%	79	5.2%
Black (Not Hispanic)	7	0.5%	7	0.4%	9	0.6%
Hispanic	158	10.4%	163	10.4%	160	10.5%
White (Not Hispanic)	1268	83.4%	1294	82.9%	1269	83.7%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	19	17
Common Branch	21	20	20
English Grade 8	24	22	20
Mathematics Grade 8	24	23	20
Science Grade 8	26	24	20
Social Studies Grade 8	25	23	20
English Grade 10	24	19	20
Mathematics Grade 10	21	14	18
Science Grade 10	16	19	19
Social Studies Grade 10	23	21	25

(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	152	10.0%	108	6.9%	84	5.5%
Eligible for Free Lunch	54	3.5%	54	3.5%	41	2.7%

### 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		96.4%		96.4%		96.4%
Student Suspensions	41	2.7%	85	5.6%	42	2.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.6%	1.7%	3.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	142
Total Other Professional Staff	29
Total Paraprofessionals	27
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	91	67	74%	85	64	75%	103	78	76%
Students with Disabilities	16	2	12%	18	5	28%	15	2	13%
All Students	107	69	64%	103	69	67%	118	80	68%

\*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	68	39	0	1	7	3
Percent	58%	33%	0%	1%	6%	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)
15	2	1	16

\*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			4		1	
	Entered GED Program*			1		0	
	Total Noncompleters			5		1	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		1	
	Total Noncompleters			0		1	
All Students	Dropped Out	3	0.6%	4	0.8%	1	0.2%
	Entered GED Program*	0	0.0%	1	0.2%	1	0.2%
	Total Noncompleters	3	0.6%	5	1.0%	2	0.4%

\*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	18	100%	22	95%	20	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	78	97%	81	93%	89	99%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	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%	23	65%	11	100%

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

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	22	64%	24	92%	4	#
Science	0	0%	5	60%	2	#
Reading	1	#	1	#	23	61%
Writing	2	#	1	#	23	78%
Global Studies	0	0%	8	62%	12	33%
U.S. Hist & Gov't	2	#	3	#	9	78%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	111	146	107	20	15	19
Number Scoring 55–100	110	143	95	19	14	10
Number Scoring 65–100	101	130	85	15	7	4
Number Scoring 85–100	58	84	39	3	0	0
Percentage of Tested Scoring 55–100	99%	98%	89%	95%	93%	53%
Percentage of Tested Scoring 65–100	91%	89%	79%	75%	47%	21%
Percentage of Tested Scoring 85–100	52%	58%	36%	15%	0%	0%
<b>Mathematics A</b>						
Number Tested	18	123	18	0	21	2
Number Scoring 55–100	18	104	18	0	13	#
Number Scoring 65–100	18	87	16	0	8	#
Number Scoring 85–100	15	18	0	0	1	#
Percentage of Tested Scoring 55–100	100%	85%	100%	0%	62%	#
Percentage of Tested Scoring 65–100	100%	71%	89%	0%	38%	#
Percentage of Tested Scoring 85–100	83%	15%	0%	0%	5%	#
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	206	0	0	18
Number Scoring 55–100	0	0	167	0	0	4
Number Scoring 65–100	0	0	151	0	0	2
Number Scoring 85–100	0	0	55	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	81%	0%	0%	22%
Percentage of Tested Scoring 65–100	0%	0%	73%	0%	0%	11%
Percentage of Tested Scoring 85–100	0%	0%	27%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	116	119	126	16	19	22
Number Scoring 55–100	116	111	112	16	13	11
Number Scoring 65–100	114	105	106	15	12	10
Number Scoring 85–100	83	47	56	4	0	0
Percentage of Tested Scoring 55–100	100%	93%	89%	100%	68%	50%
Percentage of Tested Scoring 65–100	98%	88%	84%	94%	63%	45%
Percentage of Tested Scoring 85–100	72%	39%	44%	25%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	111	120	112	19	16	20
Number Scoring 55–100	106	118	108	17	14	18
Number Scoring 65–100	99	111	100	15	10	11
Number Scoring 85–100	56	45	51	4	0	1
Percentage of Tested Scoring 55–100	95%	98%	96%	89%	88%	90%
Percentage of Tested Scoring 65–100	89%	93%	89%	79%	62%	55%
Percentage of Tested Scoring 85–100	50%	38%	46%	21%	0%	5%

(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	115	126	147	20	26	25
Number Scoring 55–100	113	126	145	18	26	24
Number Scoring 65–100	111	121	140	18	23	22
Number Scoring 85–100	32	47	50	0	2	0
Percentage of Tested Scoring 55–100	98%	100%	99%	90%	100%	96%
Percentage of Tested Scoring 65–100	97%	96%	95%	90%	88%	88%
Percentage of Tested Scoring 85–100	28%	37%	34%	0%	8%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	106	109	99	9	4	6
Number Scoring 55–100	106	109	99	9	#	6
Number Scoring 65–100	94	107	99	8	#	6
Number Scoring 85–100	39	67	77	3	#	3
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	89%	98%	100%	89%	#	100%
Percentage of Tested Scoring 85–100	37%	61%	78%	33%	#	50%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		84	96		1	16
Number Scoring 55–100		79	78		#	3
Number Scoring 65–100		73	62		#	1
Number Scoring 85–100		9	4		#	0
Percentage of Tested Scoring 55–100		94%	81%		#	19%
Percentage of Tested Scoring 65–100		87%	65%		#	6%
Percentage of Tested Scoring 85–100		11%	4%		#	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	16	12	17	0	0	0
Number Scoring 55–100	16	12	17	0	0	0
Number Scoring 65–100	16	12	17	0	0	0
Number Scoring 85–100	12	6	13	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	75%	50%	76%	0%	0%	0%
<b>Comprehensive Italian</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 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	68	47	84	0	0	2
Number Scoring 55–100	68	46	81	0	0	#
Number Scoring 65–100	68	45	79	0	0	#
Number Scoring 85–100	54	34	46	0	0	#
Percentage of Tested Scoring 55–100	100%	98%	96%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	96%	94%	0%	0%	#
Percentage of Tested Scoring 85–100	79%	72%	55%	0%	0%	#
<b>Comprehensive Latin</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%

(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	112	3	6	11	0	0
Number Scoring 55–100	97	#	5	8	0	0
Number Scoring 65–100	89	#	3	6	0	0
Number Scoring 85–100	42	#	1	1	0	0
Percentage of Tested Scoring 55–100	87%	#	83%	73%	0%	0%
Percentage of Tested Scoring 65–100	79%	#	50%	55%	0%	0%
Percentage of Tested Scoring 85–100	38%	#	17%	9%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	66	76	78	3	1	4
Number Scoring 55–100	60	71	63	#	#	#
Number Scoring 65–100	55	64	56	#	#	#
Number Scoring 85–100	26	40	20	#	#	#
Percentage of Tested Scoring 55–100	91%	93%	81%	#	#	#
Percentage of Tested Scoring 65–100	83%	84%	72%	#	#	#
Percentage of Tested Scoring 85–100	39%	53%	26%	#	#	#

(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%	6	67%
Students with Disabilities	0	0%	2	#	5	100%

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	95	0%	1%	55%	44%
	Students with Disabilities	21	5%	10%	81%	5%
	All Students	116	1%	3%	59%	37%

### 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	106	0%	8%	72%	20%
	Students with Disabilities	14	0%	43%	57%	0%
	All Students	120	0%	13%	70%	18%

(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	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	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	99	99	99	17	17	17	116	116	116
Number Scoring 55–64	0	3	3	0	2	2	0	5	5
Number Scoring 65–84	19	50	45	13	10	10	32	60	55
Number Scoring 85–100	74	44	50	2	1	1	76	45	51
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)