

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	2000–2001	2001–2002	2002–2003
Pre-K	92	87	95
Kindergarten	344	341	367
First	383	376	377
Second	405	375	379
Third	405	411	377
Fourth	379	405	409
Fifth	403	373	404
Sixth	362	411	398
Ungraded Elementary	118	99	83
Seventh	365	379	420
Eighth	386	368	389
Ninth	314	371	358
Tenth	328	337	378
Eleventh	342	332	368
Twelfth	361	358	321
Ungraded Secondary	57	56	38
Total K-12 Enrollment	4952	4992	5066

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	745	15.0%	791	15.8%	793	15.7%
Black (Not Hispanic)	103	2.1%	96	1.9%	118	2.3%
Hispanic	717	14.5%	758	15.2%	795	15.7%
White (Not Hispanic)	3387	68.4%	3347	67.0%	3360	66.3%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	21	22
Common Branch	22	21	22
English Grade 8	25	24	24
Mathematics Grade 8	26	24	24
Science Grade 8	23	22	23
Social Studies Grade 8	26	24	26
English Grade 10	25	24	24
Mathematics Grade 10	27	28	23
Science Grade 10	20	22	20
Social Studies Grade 10	25	29	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	288	5.7%	305	6.0%	360	7.0%
Eligible for Free Lunch	288	6.3%	259	5.6%	310	6.1%

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%		95.0%		94.4%
Student Suspensions	72	1.5%	164	3.3%	146	2.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.1%	3.4%	3.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	394
Total Other Professional Staff	58
Total Paraprofessionals	84
Teaching Out of Certification*	2
Teachers with Temporary Licenses	1

*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	279	190	68%	288	190	66%	268	193	72%
Students with Disabilities	35	3	9%	22	0	0%	42	12	29%
All Students	314	193	61%	310	190	61%	310	205	66%

*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	171	108	2	11	4	14
Percent	55%	35%	1%	4%	1%	5%

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)
42	12	9	51

*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		11	
	Entered GED Program*			20		18	
	Total Noncompleters			41		29	
Students with Disabilities	Dropped Out			2		2	
	Entered GED Program*			2		3	
	Total Noncompleters			4		5	
All Students	Dropped Out	7	0.5%	23	1.6%	13	0.9%
	Entered GED Program*	33	2.4%	22	1.5%	21	1.5%
	Total Noncompleters	40	2.9%	45	3.2%	34	2.4%

*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		6%	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	169
	Number of All Students		0	169
	Percent of Enrollment		0%	12%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	94	85%	18	94%	30	97%
German	38	100%	12	92%	14	93%
Italian	128	84%	80	95%	62	90%
Latin	0	0%	0	0%	0	0%
Spanish	384	80%	217	77%	186	95%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	0	0%	0	0%
German	2	#	2	#	2	#
Italian	10	40%	3	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	16	88%	10	10%	11	82%

(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%	0	0%	1	#
Science	8	75%	2	#	1	#
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	9	56%	0	0%	0	0%
U.S. Hist & Gov't	17	65%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	38	79%	9	100%	17	94%
Science	30	37%	9	100%	30	60%
Reading	2	#	1	#	6	100%
Writing	2	#	1	#	8	62%
Global Studies	33	30%	29	100%	30	43%
U.S. Hist & Gov't	19	26%	15	100%	26	46%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	344	318	332	30	44	41
Number Scoring 55–100	337	308	306	27	35	19
Number Scoring 65–100	318	291	292	20	26	13
Number Scoring 85–100	180	189	162	0	3	0
Percentage of Tested Scoring 55–100	98%	97%	92%	90%	80%	46%
Percentage of Tested Scoring 65–100	92%	92%	88%	67%	59%	32%
Percentage of Tested Scoring 85–100	52%	59%	49%	0%	7%	0%
Mathematics A						
Number Tested	0	66	376	0	1	42
Number Scoring 55–100	0	59	318	0	#	26
Number Scoring 65–100	0	57	300	0	#	23
Number Scoring 85–100	0	57	45	0	#	2
Percentage of Tested Scoring 55–100	0%	89%	85%	0%	#	62%
Percentage of Tested Scoring 65–100	0%	86%	80%	0%	#	55%
Percentage of Tested Scoring 85–100	0%	86%	12%	0%	#	5%
Mathematics B (first administered June 2001)						
Number Tested	0	0	56	0	0	0
Number Scoring 55–100	0	0	55	0	0	0
Number Scoring 65–100	0	0	55	0	0	0
Number Scoring 85–100	0	0	23	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	41%	0%	0%	0%
Global History and Geography						
Number Tested	358	351	382	41	43	47
Number Scoring 55–100	341	316	344	33	22	28
Number Scoring 65–100	312	292	319	22	15	20
Number Scoring 85–100	101	93	130	1	0	3
Percentage of Tested Scoring 55–100	95%	90%	90%	80%	51%	60%
Percentage of Tested Scoring 65–100	87%	83%	84%	54%	35%	43%
Percentage of Tested Scoring 85–100	28%	26%	34%	2%	0%	6%
U.S. History and Government (first administered June 2001)						
Number Tested	322	339	339	30	41	42
Number Scoring 55–100	295	312	322	19	27	30
Number Scoring 65–100	266	279	303	15	20	22
Number Scoring 85–100	106	94	136	0	0	1
Percentage of Tested Scoring 55–100	92%	92%	95%	63%	66%	71%
Percentage of Tested Scoring 65–100	83%	82%	89%	50%	49%	52%
Percentage of Tested Scoring 85–100	33%	28%	40%	0%	0%	2%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	270	319	328	18	24	26
Number Scoring 55–100	269	313	317	18	23	21
Number Scoring 65–100	261	306	304	14	22	18
Number Scoring 85–100	72	116	105	0	0	4
Percentage of Tested Scoring 55–100	100%	98%	97%	100%	96%	81%
Percentage of Tested Scoring 65–100	97%	96%	93%	78%	92%	69%
Percentage of Tested Scoring 85–100	27%	36%	32%	0%	0%	15%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	319	373	390	41	48	64
Number Scoring 55–100	301	348	367	27	34	48
Number Scoring 65–100	260	298	333	12	19	33
Number Scoring 85–100	98	89	136	0	0	7
Percentage of Tested Scoring 55–100	94%	93%	94%	66%	71%	75%
Percentage of Tested Scoring 65–100	82%	80%	85%	29%	40%	52%
Percentage of Tested Scoring 85–100	31%	24%	35%	0%	0%	11%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		205	216		4	3
Number Scoring 55–100		183	173		#	#
Number Scoring 65–100		112	132		#	#
Number Scoring 85–100		16	19		#	#
Percentage of Tested Scoring 55–100		89%	80%		#	#
Percentage of Tested Scoring 65–100		55%	61%		#	#
Percentage of Tested Scoring 85–100		8%	9%		#	#
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	19	30	0	1	1
Number Scoring 55–100	25	19	29	0	#	#
Number Scoring 65–100	22	19	29	0	#	#
Number Scoring 85–100	11	9	18	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	#	#
Percentage of Tested Scoring 65–100	88%	100%	97%	0%	#	#
Percentage of Tested Scoring 85–100	44%	47%	60%	0%	#	#
Comprehensive Italian						
Number Tested	68	48	43	3	1	2
Number Scoring 55–100	68	48	43	#	#	#
Number Scoring 65–100	68	47	42	#	#	#
Number Scoring 85–100	57	26	23	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	98%	98%	#	#	#
Percentage of Tested Scoring 85–100	84%	54%	53%	#	#	#
Comprehensive German						
Number Tested	29	12	12	0	0	0
Number Scoring 55–100	29	12	12	0	0	0
Number Scoring 65–100	29	10	10	0	0	0
Number Scoring 85–100	16	2	5	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	83%	83%	0%	0%	0%
Percentage of Tested Scoring 85–100	55%	17%	42%	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	110	160	135	0	2	5
Number Scoring 55–100	109	158	133	0	#	5
Number Scoring 65–100	108	153	132	0	#	5
Number Scoring 85–100	76	89	70	0	#	0
Percentage of Tested Scoring 55–100	99%	99%	99%	0%	#	100%
Percentage of Tested Scoring 65–100	98%	96%	98%	0%	#	100%
Percentage of Tested Scoring 85–100	69%	56%	52%	0%	#	0%
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	332	305	20	16	15	0
Number Scoring 55–100	256	215	6	7	7	0
Number Scoring 65–100	225	173	4	6	6	0
Number Scoring 85–100	91	42	0	1	1	0
Percentage of Tested Scoring 55–100	77%	70%	30%	44%	47%	0%
Percentage of Tested Scoring 65–100	68%	57%	20%	38%	40%	0%
Percentage of Tested Scoring 85–100	27%	14%	0%	6%	7%	0%
Sequential Mathematics, Course III						
Number Tested	228	201	149	0	6	1
Number Scoring 55–100	181	149	78	0	4	#
Number Scoring 65–100	163	134	64	0	4	#
Number Scoring 85–100	68	66	13	0	1	#
Percentage of Tested Scoring 55–100	79%	74%	52%	0%	67%	#
Percentage of Tested Scoring 65–100	71%	67%	43%	0%	67%	#
Percentage of Tested Scoring 85–100	30%	33%	9%	0%	17%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	44	98%	37	100%	35	100%
Students with Disabilities	23	96%	22	100%	18	78%

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	349	1%	3%	64%	32%
	Students with Disabilities	66	14%	21%	58%	8%
	All Students	415	3%	6%	63%	28%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	340	1%	19%	63%	18%
	Students with Disabilities	60	10%	60%	30%	0%
	All Students	400	2%	25%	58%	15%

(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	1	0	#	#	#	#
Middle Level						
Social Studies	1	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	258	258	258	49	49	49	307	307	307
Number Scoring 55–64	2	20	9	8	6	6	10	26	15
Number Scoring 65–84	155	139	142	23	22	25	178	161	167
Number Scoring 85–100	95	88	101	2	0	1	97	88	102
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)