

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-04-03-03-0000

Name: Huntington Union Free School District

Superintendent: John J. Finello

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	391	351	363
First	325	361	331
Second	350	313	367
Third	324	323	316
Fourth	308	318	328
Fifth	327	309	309
Sixth	341	316	304
Ungraded Elementary	30	60	42
Seventh	299	338	336
Eighth	300	303	322
Ninth	251	282	299
Tenth	289	240	270
Eleventh	266	263	202
Twelfth	268	259	253
Ungraded Secondary	46	61	62
Total K-12 Enrollment	4115	4097	4104

## 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	70	1.7%	66	1.6%	62	1.5%
Black (Not Hispanic)	658	16.0%	607	14.8%	552	13.5%
Hispanic	874	21.2%	952	23.2%	878	21.4%
White (Not Hispanic)	2513	61.1%	2472	60.3%	2612	63.6%

## Average Class Size

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

(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	493	12.0%	591	14.4%	418	10.2%
Eligible for Free Lunch	797	19.4%	926	22.6%	808	19.7%

### 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		93.9%		94.0%		94.1%
Student Suspensions	320	7.9%	384	9.3%	267	6.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.0%	4.3%	4.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	373
Total Other Professional Staff	78
Total Paraprofessionals	173
Teaching Out of Certification*	3
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	212	127	60%	187	117	63%	225	153	68%
Students with Disabilities	14	0	0%	18	1	6%	31	2	6%
All Students	226	127	56%	205	118	58%	256	155	61%

\*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	195	28	2	3	10	18
Percent	76%	11%	1%	1%	4%	7%

## 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)
31	2	5	36

\*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			26		24	
	Entered GED Program*			20		10	
	Total Noncompleters			46		34	
Students with Disabilities	Dropped Out			2		3	
	Entered GED Program*			2		5	
	Total Noncompleters			4		8	
All Students	Dropped Out	39	3.5%	28	2.6%	27	2.5%
	Entered GED Program*	21	1.9%	22	2.0%	15	1.4%
	Total Noncompleters	60	5.5%	50	4.6%	42	3.9%

\*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		345	0
	Number of Students with Disabilities		0	0
	Number of All Students		345	0
	Percent of Enrollment		35%	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	22	95%	16	88%	24	100%
German	0	0%	0	0%	0	0%
Italian	31	97%	37	100%	24	100%
Latin	0	0%	0	0%	0	0%
Spanish	155	95%	157	91%	174	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	1	#	0	0%	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	#	3	#
Science	23	78%	1	#	4	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	7	71%	0	0%	1	#
U.S. Hist & Gov't	14	21%	2	#	3	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	33	88%	60	58%	60	67%
Science	9	22%	51	45%	49	41%
Reading	10	70%	13	85%	20	65%
Writing	13	100%	9	78%	25	80%
Global Studies	11	18%	16	31%	34	56%
U.S. Hist & Gov't	14	50%	14	21%	25	48%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	277	299	246	34	31	30
Number Scoring 55–100	252	265	202	23	18	10
Number Scoring 65–100	193	214	190	13	8	6
Number Scoring 85–100	47	86	80	0	1	0
Percentage of Tested Scoring 55–100	91%	89%	82%	68%	58%	33%
Percentage of Tested Scoring 65–100	70%	72%	77%	38%	26%	20%
Percentage of Tested Scoring 85–100	17%	29%	33%	0%	3%	0%
<b>Mathematics A</b>						
Number Tested	139	146	309	21	23	24
Number Scoring 55–100	42	47	244	7	2	6
Number Scoring 65–100	11	20	200	2	1	4
Number Scoring 85–100	2	2	64	0	1	1
Percentage of Tested Scoring 55–100	30%	32%	79%	33%	9%	25%
Percentage of Tested Scoring 65–100	8%	14%	65%	10%	4%	17%
Percentage of Tested Scoring 85–100	1%	1%	21%	0%	4%	4%
<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	285	215	268	34	30	36
Number Scoring 55–100	269	185	233	27	16	21
Number Scoring 65–100	232	154	212	14	4	14
Number Scoring 85–100	110	52	102	3	0	2
Percentage of Tested Scoring 55–100	94%	86%	87%	79%	53%	58%
Percentage of Tested Scoring 65–100	81%	72%	79%	41%	13%	39%
Percentage of Tested Scoring 85–100	39%	24%	38%	9%	0%	6%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	251	281	232	28	28	35
Number Scoring 55–100	212	240	211	15	13	19
Number Scoring 65–100	180	203	192	12	8	12
Number Scoring 85–100	91	99	103	3	1	1
Percentage of Tested Scoring 55–100	84%	85%	91%	54%	46%	54%
Percentage of Tested Scoring 65–100	72%	72%	83%	43%	29%	34%
Percentage of Tested Scoring 85–100	36%	35%	44%	11%	4%	3%

(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	256	216	258	27	24	34
Number Scoring 55–100	246	208	240	25	21	25
Number Scoring 65–100	226	193	224	15	13	20
Number Scoring 85–100	65	65	85	1	0	2
Percentage of Tested Scoring 55–100	96%	96%	93%	93%	88%	74%
Percentage of Tested Scoring 65–100	88%	89%	87%	56%	54%	59%
Percentage of Tested Scoring 85–100	25%	30%	33%	4%	0%	6%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	187	204	240	3	8	7
Number Scoring 55–100	172	195	237	#	7	7
Number Scoring 65–100	160	182	223	#	4	6
Number Scoring 85–100	76	84	125	#	2	3
Percentage of Tested Scoring 55–100	92%	96%	99%	#	88%	100%
Percentage of Tested Scoring 65–100	86%	89%	93%	#	50%	86%
Percentage of Tested Scoring 85–100	41%	41%	52%	#	25%	43%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		195	144		1	1
Number Scoring 55–100		192	131		#	#
Number Scoring 65–100		150	103		#	#
Number Scoring 85–100		19	18		#	#
Percentage of Tested Scoring 55–100		98%	91%		#	#
Percentage of Tested Scoring 65–100		77%	72%		#	#
Percentage of Tested Scoring 85–100		10%	12%		#	#
<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	28	23	17	0	0	0
Number Scoring 55–100	28	23	17	0	0	0
Number Scoring 65–100	28	23	17	0	0	0
Number Scoring 85–100	22	17	14	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	79%	74%	82%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	24	21	2	0	0	0
Number Scoring 55–100	24	21	#	0	0	0
Number Scoring 65–100	24	21	#	0	0	0
Number Scoring 85–100	19	9	#	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	79%	43%	#	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	198	114	152	2	2	5
Number Scoring 55–100	197	107	148	#	#	5
Number Scoring 65–100	195	107	141	#	#	4
Number Scoring 85–100	124	75	88	#	#	2
Percentage of Tested Scoring 55–100	99%	94%	97%	#	#	100%
Percentage of Tested Scoring 65–100	98%	94%	93%	#	#	80%
Percentage of Tested Scoring 85–100	63%	66%	58%	#	#	40%
<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	157	154	42	1	2	2
Number Scoring 55–100	120	121	28	#	#	#
Number Scoring 65–100	106	99	22	#	#	#
Number Scoring 85–100	44	47	7	#	#	#
Percentage of Tested Scoring 55–100	76%	79%	67%	#	#	#
Percentage of Tested Scoring 65–100	68%	64%	52%	#	#	#
Percentage of Tested Scoring 85–100	28%	31%	17%	#	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	122	145	132	0	3	3
Number Scoring 55–100	107	125	112	0	#	#
Number Scoring 65–100	94	106	100	0	#	#
Number Scoring 85–100	46	57	45	0	#	#
Percentage of Tested Scoring 55–100	88%	86%	85%	0%	#	#
Percentage of Tested Scoring 65–100	77%	73%	76%	0%	#	#
Percentage of Tested Scoring 85–100	38%	39%	34%	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	25	96%	15	100%	10	90%
Students with Disabilities	3	#	10	100%	9	89%

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	268	8%	12%	64%	16%
	Students with Disabilities	46	33%	22%	43%	2%
	All Students	314	11%	13%	61%	14%

### 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	276	2%	22%	57%	20%
	Students with Disabilities	44	2%	61%	34%	2%
	All Students	320	2%	27%	53%	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	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	2	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	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	217	217	217	25	25	25	242	242	242
Number Scoring 55–64	10	18	6	7	4	3	17	22	9
Number Scoring 65–84	101	95	127	13	13	15	114	108	142
Number Scoring 85–100	101	95	80	1	2	1	102	97	81
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)