

# New York State District Report Card Comprehensive Information Report

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

Name: Northport-East Northport Union Free School District

Superintendent: William J. Brosnan

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	28	18	28
Kindergarten	420	457	409
First	480	513	547
Second	473	479	505
Third	450	495	505
Fourth	534	468	489
Fifth	502	535	479
Sixth	513	512	544
Ungraded Elementary	0	0	0
Seventh	468	520	502
Eighth	433	456	518
Ninth	444	433	460
Tenth	380	437	432
Eleventh	382	382	434
Twelfth	403	381	390
Ungraded Secondary	0	0	0
Total K-12 Enrollment	5882	6068	6214

## 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	149	2.5%	158	2.6%	166	2.7%
Black (Not Hispanic)	38	0.6%	37	0.6%	35	0.6%
Hispanic	154	2.6%	167	2.8%	193	3.1%
White (Not Hispanic)	5541	94.2%	5706	94.0%	5820	93.7%

## Average Class Size

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

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	71	1.2%	74	1.2%	92	1.5%
<b>Eligible for Free Lunch</b>	219	4.0%	188	3.3%	200	3.4%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.7%		95.6%		95.8%
<b>Student Suspensions</b>	81	1.4%	103	1.8%	85	1.4%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	2.5%	1.9%	1.7%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	553
Total Other Professional Staff	87
Total Paraprofessionals	178
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	333	270	81%	283	237	84%	323	274	85%
Students with Disabilities	58	15	26%	46	20	43%	70	39	56%
All Students	391	285	73%	329	257	78%	393	313	80%

\*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	290	74	3	6	18	2
Percent	74%	19%	1%	2%	5%	1%

## 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)
70	39	8	78

\*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		6	
	Entered GED Program*			1		0	
	Total Noncompleters			8		6	
Students with Disabilities	Dropped Out			11		15	
	Entered GED Program*			2		0	
	Total Noncompleters			13		15	
All Students	Dropped Out	11	0.7%	18	1.1%	21	1.2%
	Entered GED Program*	4	0.2%	3	0.2%	0	0.0%
	Total Noncompleters	15	0.9%	21	1.3%	21	1.2%

\*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		388	437
	Number of Students with Disabilities		80	60
	Number of All Students		468	497
	Percent of Enrollment		31%	32%
9-12	Number of General-Education Students		1385	1463
	Number of Students with Disabilities		248	253
	Number of All Students		1633	1716
	Percent of Enrollment		100%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	64	98%	0	0%	96	100%
German	14	100%	0	0%	15	100%
Italian	50	96%	0	0%	85	100%
Latin	0	0%	0	0%	9	100%
Spanish	203	99%	0	0%	220	100%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	0	0%	3	#
German	0	0%	0	0%	1	#
Italian	1	#	0	0%	7	100%
Latin	0	0%	0	0%	0	0%
Spanish	14	93%	0	0%	14	86%

(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%	5	80%
Science	1	#	5	40%	2	#
Reading	0	0%	0	0%	4	#
Writing	0	0%	0	0%	4	#
Global Studies	1	#	2	#	2	#
U.S. Hist & Gov't	3	#	0	0%	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	90%	2	#	39	92%
Science	8	50%	10	80%	9	44%
Reading	21	90%	15	100%	29	79%
Writing	23	87%	12	92%	32	75%
Global Studies	7	0%	20	85%	26	46%
U.S. Hist & Gov't	16	62%	4	#	13	69%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	384	388	444	71	61	83
Number Scoring 55–100	364	374	426	55	47	69
Number Scoring 65–100	331	363	408	37	41	57
Number Scoring 85–100	92	223	228	3	6	13
Percentage of Tested Scoring 55–100	95%	96%	96%	77%	77%	83%
Percentage of Tested Scoring 65–100	86%	94%	92%	52%	67%	69%
Percentage of Tested Scoring 85–100	24%	57%	51%	4%	10%	16%
<b>Mathematics A</b>						
Number Tested	18	527	524	0	88	74
Number Scoring 55–100	18	479	491	0	70	54
Number Scoring 65–100	18	434	460	0	58	40
Number Scoring 85–100	18	161	233	0	9	3
Percentage of Tested Scoring 55–100	100%	91%	94%	0%	80%	73%
Percentage of Tested Scoring 65–100	100%	82%	88%	0%	66%	54%
Percentage of Tested Scoring 85–100	100%	31%	44%	0%	10%	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	390	443	436	48	71	74
Number Scoring 55–100	384	433	422	43	63	63
Number Scoring 65–100	370	404	409	36	52	55
Number Scoring 85–100	224	201	257	11	17	17
Percentage of Tested Scoring 55–100	98%	98%	97%	90%	89%	85%
Percentage of Tested Scoring 65–100	95%	91%	94%	75%	73%	74%
Percentage of Tested Scoring 85–100	57%	45%	59%	23%	24%	23%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	369	373	438	64	56	85
Number Scoring 55–100	351	367	428	53	51	76
Number Scoring 65–100	329	352	426	39	41	74
Number Scoring 85–100	238	231	307	16	7	36
Percentage of Tested Scoring 55–100	95%	98%	98%	83%	91%	89%
Percentage of Tested Scoring 65–100	89%	94%	97%	61%	73%	87%
Percentage of Tested Scoring 85–100	64%	62%	70%	25%	12%	42%

(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	376	398	464	48	61	62
Number Scoring 55–100	372	397	458	44	60	58
Number Scoring 65–100	364	393	446	37	57	50
Number Scoring 85–100	128	194	212	2	11	9
Percentage of Tested Scoring 55–100	99%	100%	99%	92%	98%	94%
Percentage of Tested Scoring 65–100	97%	99%	96%	77%	93%	81%
Percentage of Tested Scoring 85–100	34%	49%	46%	4%	18%	15%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	400	461	443	45	49	34
Number Scoring 55–100	391	456	431	43	46	29
Number Scoring 65–100	374	448	418	39	44	29
Number Scoring 85–100	201	282	280	15	13	12
Percentage of Tested Scoring 55–100	98%	99%	97%	96%	94%	85%
Percentage of Tested Scoring 65–100	94%	97%	94%	87%	90%	85%
Percentage of Tested Scoring 85–100	50%	61%	63%	33%	27%	35%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		297	340		15	27
Number Scoring 55–100		291	327		13	25
Number Scoring 65–100		243	279		7	20
Number Scoring 85–100		51	81		1	1
Percentage of Tested Scoring 55–100		98%	96%		87%	93%
Percentage of Tested Scoring 65–100		82%	82%		47%	74%
Percentage of Tested Scoring 85–100		17%	24%		7%	4%
<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	43	62	58	1	2	1
Number Scoring 55–100	43	61	58	#	#	#
Number Scoring 65–100	43	61	57	#	#	#
Number Scoring 85–100	29	29	44	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	98%	98%	#	#	#
Percentage of Tested Scoring 85–100	67%	47%	76%	#	#	#
<b>Comprehensive Italian</b>						
Number Tested	47	49	39	0	4	0
Number Scoring 55–100	47	49	39	0	#	0
Number Scoring 65–100	47	46	39	0	#	0
Number Scoring 85–100	28	18	28	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	94%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	60%	37%	72%	0%	#	0%
<b>Comprehensive German</b>						
Number Tested	13	12	16	0	0	0
Number Scoring 55–100	13	12	16	0	0	0
Number Scoring 65–100	13	11	16	0	0	0
Number Scoring 85–100	6	7	14	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	46%	58%	88%	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	166	177	207	5	6	8
Number Scoring 55–100	166	175	207	5	6	8
Number Scoring 65–100	165	175	206	5	6	8
Number Scoring 85–100	119	139	148	2	3	4
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 85–100	72%	79%	71%	40%	50%	50%
<b>Comprehensive Latin</b>						
Number Tested	0	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	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	497	16	5	58	7	3
Number Scoring 55–100	439	9	3	36	4	#
Number Scoring 65–100	408	7	2	29	3	#
Number Scoring 85–100	224	1	0	6	0	#
Percentage of Tested Scoring 55–100	88%	56%	60%	62%	57%	#
Percentage of Tested Scoring 65–100	82%	44%	40%	50%	43%	#
Percentage of Tested Scoring 85–100	45%	6%	0%	10%	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	319	387	370	16	19	26
Number Scoring 55–100	291	366	304	13	19	18
Number Scoring 65–100	271	350	282	11	16	18
Number Scoring 85–100	155	191	126	5	5	4
Percentage of Tested Scoring 55–100	91%	95%	82%	81%	100%	69%
Percentage of Tested Scoring 65–100	85%	90%	76%	69%	84%	69%
Percentage of Tested Scoring 85–100	49%	49%	34%	31%	26%	15%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	29	100%	0	0%	10	100%
Students with Disabilities	26	96%	0	0%	9	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	433	0%	0%	59%	41%
	Students with Disabilities	43	2%	9%	77%	12%
	All Students	476	0%	1%	61%	38%

## 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	458	0%	17%	74%	8%
	Students with Disabilities	57	4%	65%	30%	2%
	All Students	515	1%	22%	70%	8%

(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	3	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	4	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	312	312	312	72	72	72	384	384	384
Number Scoring 55–64	1	3	0	6	7	6	7	10	6
Number Scoring 65–84	101	80	126	37	37	41	138	117	167
Number Scoring 85–100	206	225	184	15	12	11	221	237	195
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)