

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-05-06-03-0007
 Name: Hauppauge High School
 Principal: Dean Schlanger

Grade Range : 9-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	278	272	291
Tenth	278	278	275
Eleventh	298	300	282
Twelfth	210	264	276
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1064	1114	1124

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	28	2.6%	28	2.5%	43	3.8%
Black (Not Hispanic)	12	1.1%	15	1.3%	18	1.6%
Hispanic	30	2.8%	37	3.3%	45	4.0%
White (Not Hispanic)	994	93.4%	1034	92.8%	1018	90.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	20	18
Mathematics Grade 10	20	20	21
Science Grade 10	17	18	18
Social Studies Grade 10	22	22	24

(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
53	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	13	1.2%	12	1.1%	17	1.5%
Eligible for Free Lunch	39	3.7%	31	2.8%	32	2.9%

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		98.3%		97.5%		96.7%
Student Suspensions	127	12.1%	132	12.4%	145	13.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.4%	2.1%	1.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	87%	98%	98%

Staff Counts

Staff	2002–2003
Total Teachers	94
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	217	141	65%	221	185	84%	237	197	83%
Students with Disabilities	21	19	90%	38	6	16%	27	12	44%
All Students	238	160	67%	259	191	74%	264	209	79%

*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	164	91	0	1	8	0
Percent	62%	34%	0%	0%	3%	0%

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)
27	12	0	27

*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			11		5	
	Entered GED Program*			0		0	
	Total Noncompleters			11		5	
Students with Disabilities	Dropped Out			3		1	
	Entered GED Program*			0		0	
	Total Noncompleters			3		1	
All Students	Dropped Out	12	1.1%	14	1.3%	6	0.5%
	Entered GED Program*	2	0.2%	0	0.0%	0	0.0%
	Total Noncompleters	14	1.3%	14	1.3%	6	0.5%

*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		66	0
	Number of Students with Disabilities		0	0
	Number of All Students		66	0
	Percent of Enrollment		6%	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	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	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
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	0	0%	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	1	#	2	#	0	0%
Science	54	72%	0	0%	2	#
Reading	0	0%	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	4	#	2	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	14	93%	27	93%
Science	21	57%	2	#	5	80%
Reading	7	100%	9	78%	7	86%
Writing	10	100%	10	90%	6	100%
Global Studies	2	#	3	#	4	#
U.S. Hist & Gov't	3	#	3	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	281	252	269	37	20	37
Number Scoring 55–100	270	249	268	31	19	36
Number Scoring 65–100	263	240	265	30	17	33
Number Scoring 85–100	143	127	201	3	2	11
Percentage of Tested Scoring 55–100	96%	99%	100%	84%	95%	97%
Percentage of Tested Scoring 65–100	94%	95%	99%	81%	85%	89%
Percentage of Tested Scoring 85–100	51%	50%	75%	8%	10%	30%
Mathematics A						
Number Tested	66	51	276	11	2	41
Number Scoring 55–100	57	49	253	8	#	27
Number Scoring 65–100	42	48	242	6	#	26
Number Scoring 85–100	9	45	64	0	#	2
Percentage of Tested Scoring 55–100	86%	96%	92%	73%	#	66%
Percentage of Tested Scoring 65–100	64%	94%	88%	55%	#	63%
Percentage of Tested Scoring 85–100	14%	88%	23%	0%	#	5%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	269	269	254	30	33	35
Number Scoring 55–100	267	269	251	30	33	35
Number Scoring 65–100	258	262	243	25	28	30
Number Scoring 85–100	127	118	122	3	5	5
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	96%	97%	96%	83%	85%	86%
Percentage of Tested Scoring 85–100	47%	44%	48%	10%	15%	14%
U.S. History and Government (first administered June 2001)						
Number Tested	263	226	278	35	27	38
Number Scoring 55–100	257	222	276	31	25	37
Number Scoring 65–100	245	216	272	27	24	36
Number Scoring 85–100	144	73	165	7	3	11
Percentage of Tested Scoring 55–100	98%	98%	99%	89%	93%	97%
Percentage of Tested Scoring 65–100	93%	96%	98%	77%	89%	95%
Percentage of Tested Scoring 85–100	55%	32%	59%	20%	11%	29%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	334	270	293	30	48	37
Number Scoring 55–100	329	269	291	30	47	35
Number Scoring 65–100	309	266	280	29	46	29
Number Scoring 85–100	84	89	110	0	3	2
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	98%	95%
Percentage of Tested Scoring 65–100	93%	99%	96%	97%	96%	78%
Percentage of Tested Scoring 85–100	25%	33%	38%	0%	6%	5%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	110	139	142	11	18	35
Number Scoring 55–100	100	130	135	10	18	31
Number Scoring 65–100	90	120	118	8	16	27
Number Scoring 85–100	18	7	23	2	2	5
Percentage of Tested Scoring 55–100	91%	94%	95%	91%	100%	89%
Percentage of Tested Scoring 65–100	82%	86%	83%	73%	89%	77%
Percentage of Tested Scoring 85–100	16%	5%	16%	18%	11%	14%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		188	207		3	4
Number Scoring 55–100		181	191		#	#
Number Scoring 65–100		149	134		#	#
Number Scoring 85–100		24	25		#	#
Percentage of Tested Scoring 55–100		96%	92%		#	#
Percentage of Tested Scoring 65–100		79%	65%		#	#
Percentage of Tested Scoring 85–100		13%	12%		#	#
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	41	73	55	0	1	0
Number Scoring 55–100	41	64	54	0	#	0
Number Scoring 65–100	38	60	54	0	#	0
Number Scoring 85–100	18	18	21	0	#	0
Percentage of Tested Scoring 55–100	100%	88%	98%	0%	#	0%
Percentage of Tested Scoring 65–100	93%	82%	98%	0%	#	0%
Percentage of Tested Scoring 85–100	44%	25%	38%	0%	#	0%
Comprehensive Italian						
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 German						
Number Tested	39	38	41	0	1	0
Number Scoring 55–100	39	37	41	0	#	0
Number Scoring 65–100	39	37	41	0	#	0
Number Scoring 85–100	22	19	19	0	#	0
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	97%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	56%	50%	46%	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	92	85	84	0	0	2
Number Scoring 55–100	92	84	83	0	0	#
Number Scoring 65–100	89	83	81	0	0	#
Number Scoring 85–100	58	51	64	0	0	#
Percentage of Tested Scoring 55–100	100%	99%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	97%	98%	96%	0%	0%	#
Percentage of Tested Scoring 85–100	63%	60%	76%	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	293	318	27	22	28	5
Number Scoring 55–100	255	282	8	16	23	2
Number Scoring 65–100	236	264	7	13	20	1
Number Scoring 85–100	101	117	0	3	3	0
Percentage of Tested Scoring 55–100	87%	89%	30%	73%	82%	40%
Percentage of Tested Scoring 65–100	81%	83%	26%	59%	71%	20%
Percentage of Tested Scoring 85–100	34%	37%	0%	14%	11%	0%
Sequential Mathematics, Course III						
Number Tested	222	176	194	11	8	4
Number Scoring 55–100	201	163	179	11	8	#
Number Scoring 65–100	180	147	170	9	7	#
Number Scoring 85–100	76	55	87	3	3	#
Percentage of Tested Scoring 55–100	91%	93%	92%	100%	100%	#
Percentage of Tested Scoring 65–100	81%	84%	88%	82%	88%	#
Percentage of Tested Scoring 85–100	34%	31%	45%	27%	38%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	62	95%	4	#	31	100%
Students with Disabilities	33	100%	2	#	16	81%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	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	228	228	228	27	27	27	255	255	255
Number Scoring 55–64	2	4	4	4	1	0	6	5	4
Number Scoring 65–84	102	117	132	20	18	12	122	135	144
Number Scoring 85–100	119	101	90	2	3	6	121	104	96
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)