

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	135	85	93
First	99	136	87
Second	114	106	139
Third	93	113	109
Fourth	106	100	122
Fifth	121	111	107
Sixth	136	114	119
Ungraded Elementary	23	17	0
Seventh	121	131	123
Eighth	135	120	134
Ninth	128	129	114
Tenth	116	122	124
Eleventh	117	113	114
Twelfth	116	120	114
Ungraded Secondary	1	0	1
Total K-12 Enrollment	1561	1517	1500

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	97	6.2%	79	5.2%	98	6.5%
Black (Not Hispanic)	7	0.4%	9	0.6%	16	1.1%
Hispanic	163	10.4%	160	10.5%	138	9.2%
White (Not Hispanic)	1294	82.9%	1269	83.7%	1248	83.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	17	18
Common Branch	20	20	21
English Grade 8	22	20	22
Mathematics Grade 8	23	20	23
Science Grade 8	24	20	22
Social Studies Grade 8	23	20	22
English Grade 10	19	20	17
Mathematics Grade 10	14	18	19
Science Grade 10	19	19	17
Social Studies Grade 10	21	25	21

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	108	6.9%	84	5.5%	149	9.9%
Eligible for Free Lunch	54	3.5%	41	2.7%	57	3.8%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.4%		96.4%		96.9%
Student Suspensions	85	5.6%	42	2.7%	50	3.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	1.7%	3.0%	2.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	140
Total Other Professional Staff	23
Total Paraprofessionals	39
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	85	64	75%	103	78	76%	90	74	82%
Students with Disabilities	18	5	28%	15	2	13%	17	2	12%
All Students	103	69	67%	118	80	68%	107	76	71%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	58	40	0	0	6	3
Percent	54%	37%	0%	0%	6%	3%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
17	2	1	18

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	4		1		0	0.0%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	5		1		0	0.0%
Students with Disabilities	Dropped Out	0		0		2	2.2%
	Entered GED Program*	0		1		2	2.2%
	Total Noncompleters	0		1		4	4.4%
All Students	Dropped Out	4	0.8%	1	0.2%	2	0.4%
	Entered GED Program*	1	0.2%	1	0.2%	2	0.4%
	Total Noncompleters	5	1.0%	2	0.4%	4	0.8%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	22	95%	20	100%	42	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	81	93%	89	99%	63	94%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	23	65%	11	100%	4	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	3	#
Writing	0	0%	0	0%	3	#
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	24	92%	4	#	38	100%
Science	5	60%	2	#	2	#
Reading	1	#	23	61%	26	81%
Writing	1	#	23	78%	26	81%
Global Studies	8	63%	12	33%	8	25%
U.S. Hist & Gov't	3	#	9	78%	7	57%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	146	107	150	15	19	18
Number Scoring 55-100	143	95	145	14	10	15
Number Scoring 65-100	130	85	136	7	4	11
Number Scoring 85-100	84	39	86	0	0	0
Percentage of Tested Scoring 55-100	98%	89%	97%	93%	53%	83%
Percentage of Tested Scoring 65-100	89%	79%	91%	47%	21%	61%
Percentage of Tested Scoring 85-100	58%	36%	57%	0%	0%	0%
Mathematics A						
Number Tested	123	18	128	21	2	24
Number Scoring 55-100	104	18	126	13	#	22
Number Scoring 65-100	87	16	119	8	#	20
Number Scoring 85-100	18	0	69	1	#	7
Percentage of Tested Scoring 55-100	85%	100%	98%	62%	#	92%
Percentage of Tested Scoring 65-100	71%	89%	93%	38%	#	83%
Percentage of Tested Scoring 85-100	15%	0%	54%	5%	#	29%
Mathematics B						
Number Tested	0	206	73	0	18	0
Number Scoring 55-100	0	167	66	0	4	0
Number Scoring 65-100	0	151	61	0	2	0
Number Scoring 85-100	0	55	24	0	0	0
Percentage of Tested Scoring 55-100	0%	81%	90%	0%	22%	0%
Percentage of Tested Scoring 65-100	0%	73%	84%	0%	11%	0%
Percentage of Tested Scoring 85-100	0%	27%	33%	0%	0%	0%
Global History and Geography						
Number Tested	119	126	128	19	22	26
Number Scoring 55-100	111	112	124	13	11	25
Number Scoring 65-100	105	106	115	12	10	21
Number Scoring 85-100	47	56	54	0	0	0
Percentage of Tested Scoring 55-100	93%	89%	97%	68%	50%	96%
Percentage of Tested Scoring 65-100	88%	84%	90%	63%	45%	81%
Percentage of Tested Scoring 85-100	39%	44%	42%	0%	0%	0%
U.S. History and Government						
Number Tested	120	112	118	16	20	18
Number Scoring 55-100	118	108	102	14	18	11
Number Scoring 65-100	111	100	96	10	11	8
Number Scoring 85-100	45	51	44	0	1	0
Percentage of Tested Scoring 55-100	98%	96%	86%	88%	90%	61%
Percentage of Tested Scoring 65-100	93%	89%	81%	62%	55%	44%
Percentage of Tested Scoring 85-100	38%	46%	37%	0%	5%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	126	147	121	26	25	18
Number Scoring 55-100	126	145	119	26	24	17
Number Scoring 65-100	121	140	118	23	22	17
Number Scoring 85-100	47	50	50	2	0	1
Percentage of Tested Scoring 55-100	100%	99%	98%	100%	96%	94%
Percentage of Tested Scoring 65-100	96%	95%	98%	88%	88%	94%
Percentage of Tested Scoring 85-100	37%	34%	41%	8%	0%	6%
Physical Setting/Earth Science						
Number Tested	109	99	102	4	6	7
Number Scoring 55-100	109	99	102	#	6	7
Number Scoring 65-100	107	99	100	#	6	6
Number Scoring 85-100	67	77	41	#	3	2
Percentage of Tested Scoring 55-100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	98%	100%	98%	#	100%	86%
Percentage of Tested Scoring 85-100	61%	78%	40%	#	50%	29%
Physical Setting/Chemistry						
Number Tested	84	96	122	1	16	18
Number Scoring 55-100	79	78	109	#	3	13
Number Scoring 65-100	73	62	82	#	1	5
Number Scoring 85-100	9	4	16	#	0	0
Percentage of Tested Scoring 55-100	94%	81%	89%	#	19%	72%
Percentage of Tested Scoring 65-100	87%	65%	67%	#	6%	28%
Percentage of Tested Scoring 85-100	11%	4%	13%	#	0%	0%
Physical Setting/Physics						
Number Tested			36			1
Number Scoring 55-100			35			#
Number Scoring 65-100			32			#
Number Scoring 85-100			2			#
Percentage of Tested Scoring 55-100			97%			#
Percentage of Tested Scoring 65-100			89%			#
Percentage of Tested Scoring 85-100			6%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	12	17	16	0	0	0
Number Scoring 55-100	12	17	16	0	0	0
Number Scoring 65-100	12	17	16	0	0	0
Number Scoring 85-100	6	13	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	50%	76%	88%	0%	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	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 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	47	84	64	0	2	2
Number Scoring 55-100	46	81	64	0	#	#
Number Scoring 65-100	45	79	61	0	#	#
Number Scoring 85-100	34	46	50	0	#	#
Percentage of Tested Scoring 55-100	98%	96%	100%	0%	#	#
Percentage of Tested Scoring 65-100	96%	94%	95%	0%	#	#
Percentage of Tested Scoring 85-100	72%	55%	78%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	76	78	8	1	4	1
Number Scoring 55-100	71	63	7	#	#	#
Number Scoring 65-100	64	56	4	#	#	#
Number Scoring 85-100	40	20	0	#	#	#
Percentage of Tested Scoring 55-100	93%	81%	88%	#	#	#
Percentage of Tested Scoring 65-100	84%	72%	50%	#	#	#
Percentage of Tested Scoring 85-100	53%	26%	0%	#	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	6	67%	22	100%
Students with Disabilities	2	#	5	100%	2	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	93	0%	1%	44%	55%
	Students with Disabilities	15	0%	7%	53%	40%
	All Students	108	0%	2%	45%	53%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	105	0%	10%	66%	25%
	Students with Disabilities	22	0%	32%	68%	0%
	All Students	127	0%	13%	66%	20%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	3	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

2000 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	92	92	92	27	27	27	119	119	119
Number Scoring 55–64	1	2	0	3	7	1	4	9	1
Number Scoring 65–84	43	37	48	14	8	18	57	45	66
Number Scoring 85–100	48	50	44	0	1	1	48	51	45
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			34			3
Beginning (0-18)			3			#
Intermediate (19-31)			4			#
Advanced (32-36)			13			#
Proficient (37-39)			14			#
Reading and Writing (Grade K-1)						
Number Tested			34			3
Beginning (0-14)			13			#
Intermediate (15-24)			3			#
Advanced (25-32)			6			#
Proficient (33-35)			12			#
Listening and Speaking (Grade 2-4)						
Number Tested			28			8
Beginning (0-18)			0			0
Intermediate (19-31)			2			2
Advanced (32-36)			4			0
Proficient (37-39)			22			6
Reading and Writing (Grade 2-4)						
Number Tested			28			8
Beginning (0-14)			4			2
Intermediate (15-24)			11			5
Advanced (25-32)			8			1
Proficient (33-35)			5			0
Listening and Speaking (Grade 5-6)						
Number Tested			12			2
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			0			#
Proficient (37-39)			12			#
Reading and Writing (Grade 5-6)						
Number Tested			12			2
Beginning (0-14)			0			#
Intermediate (15-24)			0			#
Advanced (25-32)			5			#
Proficient (33-35)			7			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			8			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			7			#
Proficient (37-39)			0			#
Reading and Writing (Grade 7-8)						
Number Tested			8			1
Beginning (0-14)			0			#
Intermediate (15-24)			2			#
Advanced (25-32)			4			#
Proficient (33-35)			2			#
Listening and Speaking (Grade 9-12)						
Number Tested			7			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			2			0
Proficient (37-39)			3			0
Reading and Writing (Grade 9-12)						
Number Tested			7			0
Beginning (0-14)			0			0
Intermediate (15-24)			3			0
Advanced (25-32)			2			0
Proficient (33-35)			2			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)