

New York State School Report Card

Comprehensive Information Report

BEDS Code: 58-02-08-02-0003
 Name: Miller Place High School
 Principal: Seth Lipshie

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	258	238	250
Tenth	193	240	227
Eleventh	216	188	229
Twelfth	217	209	189
Ungraded Secondary	0	0	0
Total K-12 Enrollment	884	875	895

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	18	2.0%	13	1.5%	20	2.2%
Black (Not Hispanic)	7	0.8%	5	0.6%	7	0.8%
Hispanic	5	0.6%	6	0.7%	11	1.2%
White (Not Hispanic)	854	96.6%	851	97.3%	857	95.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	24
Social Studies Grade 8	0	0	0
English Grade 10	23	25	23
Mathematics Grade 10	29	22	24
Science Grade 10	25	17	20
Social Studies Grade 10	22	25	22

(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
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	13	1.5%	15	1.7%	13	1.5%
Eligible for Free Lunch	12	1.4%	9	1.0%	8	0.9%

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		94.5%		93.9%		96.1%
Student Suspensions	121	14.1%	72	8.1%	121	13.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.6%	0.6%	1.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	105%	98%

Staff Counts

Staff	2003-04
Total Teachers	64
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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	196	153	78%	193	142	74%	171	142	83%
Students with Disabilities	17	6	35%	4	0	0%	11	5	45%
All Students	213	159	75%	197	142	72%	182	147	81%

*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	104	56	1	7	5	9
Percent	57%	31%	1%	4%	3%	5%

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)
11	5	4	15

*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	0		2		0	0.0%
	Entered GED Program*	9		8		12	1.4%
	Total Noncompleters	9		10		12	1.4%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	5		3		1	1.3%
	Total Noncompleters	5		3		1	1.3%
All Students	Dropped Out	0	0.0%	2	0.2%	0	0.0%
	Entered GED Program*	14	1.6%	11	1.3%	13	1.4%
	Total Noncompleters	14	1.6%	13	1.5%	13	1.4%

*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	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	2	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	18	61%	2	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	1	#	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	94%	3	#	9	100%
Science	14	43%	1	#	7	57%
Reading	0	0%	0	0%	3	#
Writing	0	0%	0	0%	2	#
Global Studies	9	100%	1	#	5	40%
U.S. Hist & Gov't	3	#	1	#	4	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	19	84%	11	82%
Science	0	0%	16	44%	9	56%
Reading	3	#	6	67%	1	#
Writing	3	#	6	67%	2	#
Global Studies	2	#	11	27%	2	#
U.S. Hist & Gov't	2	#	9	44%	0	0%

(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	234	189	240	13	20	14
Number Scoring 55–100	232	181	232	12	12	12
Number Scoring 65–100	220	180	226	9	11	10
Number Scoring 85–100	127	114	151	2	3	2
Percentage of Tested Scoring 55–100	99%	96%	97%	92%	60%	86%
Percentage of Tested Scoring 65–100	94%	95%	94%	69%	55%	71%
Percentage of Tested Scoring 85–100	54%	60%	63%	15%	15%	14%
Mathematics A						
Number Tested	8	251	284	0	28	22
Number Scoring 55–100	1	212	277	0	14	20
Number Scoring 65–100	0	185	265	0	11	18
Number Scoring 85–100	0	39	81	0	2	2
Percentage of Tested Scoring 55–100	12%	84%	98%	0%	50%	91%
Percentage of Tested Scoring 65–100	0%	74%	93%	0%	39%	82%
Percentage of Tested Scoring 85–100	0%	16%	29%	0%	7%	9%
Mathematics B						
Number Tested	0	0	159	0	0	5
Number Scoring 55–100	0	0	123	0	0	4
Number Scoring 65–100	0	0	103	0	0	4
Number Scoring 85–100	0	0	16	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	77%	0%	0%	80%
Percentage of Tested Scoring 65–100	0%	0%	65%	0%	0%	80%
Percentage of Tested Scoring 85–100	0%	0%	10%	0%	0%	0%
Global History and Geography						
Number Tested	203	253	226	3	29	17
Number Scoring 55–100	197	241	221	#	21	15
Number Scoring 65–100	185	231	214	#	18	14
Number Scoring 85–100	40	90	88	#	1	3
Percentage of Tested Scoring 55–100	97%	95%	98%	#	72%	88%
Percentage of Tested Scoring 65–100	91%	91%	95%	#	62%	82%
Percentage of Tested Scoring 85–100	20%	36%	39%	#	3%	18%
U.S. History and Government						
Number Tested	208	198	233	3	19	13
Number Scoring 55–100	198	197	226	#	18	13
Number Scoring 65–100	180	189	221	#	14	12
Number Scoring 85–100	65	88	118	#	3	1
Percentage of Tested Scoring 55–100	95%	99%	97%	#	95%	100%
Percentage of Tested Scoring 65–100	87%	95%	95%	#	74%	92%
Percentage of Tested Scoring 85–100	31%	44%	51%	#	16%	8%

(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	226	203	248	2	27	18
Number Scoring 55–100	224	197	246	#	24	17
Number Scoring 65–100	217	190	237	#	22	14
Number Scoring 85–100	66	66	79	#	1	0
Percentage of Tested Scoring 55–100	99%	97%	99%	#	89%	94%
Percentage of Tested Scoring 65–100	96%	94%	96%	#	81%	78%
Percentage of Tested Scoring 85–100	29%	33%	32%	#	4%	0%
Physical Setting/Earth Science						
Number Tested	83	109	118	4	18	18
Number Scoring 55–100	79	104	105	#	16	16
Number Scoring 65–100	73	95	93	#	13	12
Number Scoring 85–100	18	33	14	#	2	0
Percentage of Tested Scoring 55–100	95%	95%	89%	#	89%	89%
Percentage of Tested Scoring 65–100	88%	87%	79%	#	72%	67%
Percentage of Tested Scoring 85–100	22%	30%	12%	#	11%	0%
Physical Setting/Chemistry						
Number Tested	156	201	140	1	5	4
Number Scoring 55–100	141	191	140	#	3	#
Number Scoring 65–100	84	152	119	#	2	#
Number Scoring 85–100	5	15	21	#	0	#
Percentage of Tested Scoring 55–100	90%	95%	100%	#	60%	#
Percentage of Tested Scoring 65–100	54%	76%	85%	#	40%	#
Percentage of Tested Scoring 85–100	3%	7%	15%	#	0%	#
Physical Setting/Physics						
Number Tested			72			0
Number Scoring 55–100			69			0
Number Scoring 65–100			67			0
Number Scoring 85–100			13			0
Percentage of Tested Scoring 55–100			96%			0%
Percentage of Tested Scoring 65–100			93%			0%
Percentage of Tested Scoring 85–100			18%			0%

* 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	23	33	31	0	0	0
Number Scoring 55–100	22	32	31	0	0	0
Number Scoring 65–100	22	32	29	0	0	0
Number Scoring 85–100	7	12	12	0	0	0
Percentage of Tested Scoring 55–100	96%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	97%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	30%	36%	39%	0%	0%	0%
Comprehensive Italian						
Number Tested	22	39	43	0	0	1
Number Scoring 55–100	22	37	43	0	0	#
Number Scoring 65–100	21	34	41	0	0	#
Number Scoring 85–100	3	20	23	0	0	#
Percentage of Tested Scoring 55–100	100%	95%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	95%	87%	95%	0%	0%	#
Percentage of Tested Scoring 85–100	14%	51%	53%	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	103	124	106	0	5	3
Number Scoring 55–100	103	123	106	0	4	#
Number Scoring 65–100	101	122	106	0	4	#
Number Scoring 85–100	67	80	67	0	3	#
Percentage of Tested Scoring 55–100	100%	99%	100%	0%	80%	#
Percentage of Tested Scoring 65–100	98%	98%	100%	0%	80%	#
Percentage of Tested Scoring 85–100	65%	65%	63%	0%	60%	#
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	168	179	11	2	5	0
Number Scoring 55–100	142	125	6	#	1	0
Number Scoring 65–100	126	104	4	#	1	0
Number Scoring 85–100	64	45	0	#	0	0
Percentage of Tested Scoring 55–100	85%	70%	55%	#	20%	0%
Percentage of Tested Scoring 65–100	75%	58%	36%	#	20%	0%
Percentage of Tested Scoring 85–100	38%	25%	0%	#	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	14	100%	16	100%	21	90%
Students with Disabilities	2	#	2	#	6	100%

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	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – I)

New York State Alternate Assessments (NYSAA)

2003–04

	Count of Students					
Test	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

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	170	170	170	9	9	9	179	179	179
Number Scoring 55–64	2	3	0	2	0	0	4	3	0
Number Scoring 65–84	125	79	106	6	6	9	131	85	115
Number Scoring 85–100	39	82	61	0	3	0	39	85	61
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 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			6			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			3			#
Proficient (37-39)			3			#
Reading and Writing (Grade 9-12)						
Number Tested			6			1
Beginning (0-14)			0			#
Intermediate (15-24)			0			#
Advanced (25-32)			5			#
Proficient (33-35)			1			#

*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)