

# New York State District Report Card

## Comprehensive Information Report

BEDS Code: 58-02-08-02-0000  
 Name: Miller Place Union Free School District  
 Superintendent: Donald K. Carlisle

### Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	204	193	237
First	223	225	226
Second	211	241	228
Third	240	217	239
Fourth	242	255	226
Fifth	226	253	259
Sixth	241	235	252
Ungraded Elementary	0	0	0
Seventh	258	250	240
Eighth	254	266	251
Ninth	238	250	260
Tenth	240	227	234
Eleventh	188	229	220
Twelfth	209	189	232
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2974	3030	3104

### Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	39	1.3%	51	1.7%	64	2.1%
Black (Not Hispanic)	21	0.7%	25	0.8%	49	1.6%
Hispanic	37	1.2%	50	1.7%	58	1.9%
White (Not Hispanic)	2877	96.7%	2904	95.8%	2933	94.5%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	23	22	24
Common Branch	23	24	24
English Grade 8	22	27	25
Mathematics Grade 8	22	27	25
Science Grade 8	23	24	22
Social Studies Grade 8	24	24	23
English Grade 10	26	23	26
Mathematics Grade 10	22	24	26
Science Grade 10	17	20	22
Social Studies Grade 10	25	22	22

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average 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>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	37	1.2%	37	1.2%	23	0.7%
<b>Eligible for Free Lunch</b>	38	1.4%	55	1.9%	63	2.2%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</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>		94.7%		95.0%		96.0%
<b>Student Suspensions</b>	125	4.2%	181	6.1%	132	4.4%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	0.6%	1.1%	0.8%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	211
Total Other Professional Staff	25
Total Paraprofessionals	44
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	193	171	210
	Regents Diplomas	142	142	204
	% Regents Diplomas	74%	83%	97%
	Regents Diplomas with Advanced Designation**			119
	% Regents Diplomas with Advanced Designation			57%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	4	11	12
	Regents Diplomas	0	5	10
	% Regents Diplomas	0%	45%	83%
	Regents Diplomas with Advanced Designation**			3
	% Regents Diplomas with Advanced Designation			25%
	IEP Diplomas or Local Certificates	1	5	0
All Students	Total Graduates*	197	182	222
	Regents Diplomas	142	147	214
	% Regents Diplomas	72%	81%	96%
	Regents Diplomas with Advanced Designation**			122
	% Regents Diplomas with Advanced Designation			55%
	IEP Diplomas or Local Certificates	1	5	0

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	143	64	1	0	2	0	0	0
	Percent	68%	30%	0%	0%	1%	0%	0%	0%
Students with Disabilities	Number	5	7	0	0	0	0	0	0
	Percent	42%	58%	0%	0%	0%	0%	0%	0%
All Students	Number	148	71	1	0	2	0	0	0
	Percent	67%	32%	0%	0%	1%	0%	0%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	2		0	0.0%	1	0.1%
	Entered GED Program*	8		12	1.4%	8	0.9%
	Total Noncompleters	10		12	1.4%	9	1.1%
Students with Disabilities	Dropped Out	0		0	0.0%	3	2.3%
	Entered GED Program*	3		1	1.2%	5	3.9%
	Total Noncompleters	3		1	1.2%	8	6.3%
All Students	Dropped Out	2	0.2%	0	0.0%	4	0.4%
	Entered GED Program*	11	1.3%	13	1.4%	13	1.3%
	Total Noncompleters	13	1.5%	13	1.4%	17	1.7%

\*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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	28	100%	35	100%	41	83%
German	0	0%	0	0%	0	0%
Italian	37	97%	49	100%	70	100%
Latin	0	0%	0	0%	0	0%
Spanish	138	97%	140	94%	195	97%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	5	80%	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	1	#	3	#
Latin	0	0%	0	0%	0	0%
Spanish	4	#	7	71%	12	100%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	9	100%	2	#
Science	1	#	7	57%	2	#
Reading	0	0%	3	#	2	#
Writing	0	0%	2	#	2	#
Global Studies	1	#	5	40%	1	#
U.S. Hist & Gov't	1	#	4	#	2	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	84%	11	82%	16	44%
Science	16	44%	9	56%	16	19%
Reading	6	67%	1	#	5	40%
Writing	6	67%	2	#	5	80%
Global Studies	11	27%	2	#	7	29%
U.S. Hist & Gov't	9	44%	0	0%	9	11%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	189	240	223	20	14	28
Number Scoring 55-100	181	232	220	12	12	26
Number Scoring 65-100	180	226	210	11	10	23
Number Scoring 85-100	114	151	110	3	2	2
Percentage of Tested Scoring 55-100	96%	97%	99%	60%	86%	93%
Percentage of Tested Scoring 65-100	95%	94%	94%	55%	71%	82%
Percentage of Tested Scoring 85-100	60%	63%	49%	15%	14%	7%
<b>Mathematics A</b>						
Number Tested	252	284	253	28	22	32
Number Scoring 55-100	213	277	245	14	20	26
Number Scoring 65-100	186	265	239	11	18	23
Number Scoring 85-100	40	81	64	2	2	3
Percentage of Tested Scoring 55-100	85%	98%	97%	50%	91%	81%
Percentage of Tested Scoring 65-100	74%	93%	94%	39%	82%	72%
Percentage of Tested Scoring 85-100	16%	29%	25%	7%	9%	9%
<b>Mathematics B</b>						
Number Tested	0	159	176	0	5	8
Number Scoring 55-100	0	123	128	0	4	5
Number Scoring 65-100	0	103	96	0	4	3
Number Scoring 85-100	0	16	15	0	0	0
Percentage of Tested Scoring 55-100	0%	77%	73%	0%	80%	62%
Percentage of Tested Scoring 65-100	0%	65%	55%	0%	80%	38%
Percentage of Tested Scoring 85-100	0%	10%	9%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	253	226	228	29	17	31
Number Scoring 55-100	241	221	221	21	15	26
Number Scoring 65-100	231	214	211	18	14	21
Number Scoring 85-100	90	88	86	1	3	2
Percentage of Tested Scoring 55-100	95%	98%	97%	72%	88%	84%
Percentage of Tested Scoring 65-100	91%	95%	93%	62%	82%	68%
Percentage of Tested Scoring 85-100	36%	39%	38%	3%	18%	6%
<b>U.S. History and Government</b>						
Number Tested	198	233	213	19	13	28
Number Scoring 55-100	197	226	201	18	13	21
Number Scoring 65-100	189	221	187	14	12	16
Number Scoring 85-100	88	118	118	3	1	9
Percentage of Tested Scoring 55-100	99%	97%	94%	95%	100%	75%
Percentage of Tested Scoring 65-100	95%	95%	88%	74%	92%	57%
Percentage of Tested Scoring 85-100	44%	51%	55%	16%	8%	32%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	203	249	243	27	18	30
Number Scoring 55-100	197	247	232	24	17	22
Number Scoring 65-100	190	238	220	22	14	20
Number Scoring 85-100	66	80	67	1	0	2
Percentage of Tested Scoring 55-100	97%	99%	95%	89%	94%	73%
Percentage of Tested Scoring 65-100	94%	96%	91%	81%	78%	67%
Percentage of Tested Scoring 85-100	33%	32%	28%	4%	0%	7%
<b>Physical Setting/Earth Science</b>						
Number Tested	192	213	305	19	19	37
Number Scoring 55-100	187	200	285	17	17	24
Number Scoring 65-100	178	188	259	14	13	21
Number Scoring 85-100	103	83	105	2	1	3
Percentage of Tested Scoring 55-100	97%	94%	93%	89%	89%	65%
Percentage of Tested Scoring 65-100	93%	88%	85%	74%	68%	57%
Percentage of Tested Scoring 85-100	54%	39%	34%	11%	5%	8%
<b>Physical Setting/Chemistry</b>						
Number Tested	201	140	119	5	4	5
Number Scoring 55-100	191	140	115	3	#	4
Number Scoring 65-100	152	119	102	2	#	3
Number Scoring 85-100	15	21	26	0	#	0
Percentage of Tested Scoring 55-100	95%	100%	97%	60%	#	80%
Percentage of Tested Scoring 65-100	76%	85%	86%	40%	#	60%
Percentage of Tested Scoring 85-100	7%	15%	22%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested		72	52		0	1
Number Scoring 55-100		69	50		0	#
Number Scoring 65-100		67	49		0	#
Number Scoring 85-100		13	19		0	#
Percentage of Tested Scoring 55-100		96%	96%		0%	#
Percentage of Tested Scoring 65-100		93%	94%		0%	#
Percentage of Tested Scoring 85-100		18%	37%		0%	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	33	31	27	0	0	0
Number Scoring 55-100	32	31	27	0	0	0
Number Scoring 65-100	32	29	27	0	0	0
Number Scoring 85-100	12	12	15	0	0	0
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	36%	39%	56%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	39	43	35	0	1	0
Number Scoring 55-100	37	43	34	0	#	0
Number Scoring 65-100	34	41	33	0	#	0
Number Scoring 85-100	20	23	17	0	#	0
Percentage of Tested Scoring 55-100	95%	100%	97%	0%	#	0%
Percentage of Tested Scoring 65-100	87%	95%	94%	0%	#	0%
Percentage of Tested Scoring 85-100	51%	53%	49%	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	124	106	125	5	3	1
Number Scoring 55-100	123	106	122	4	#	#
Number Scoring 65-100	122	106	122	4	#	#
Number Scoring 85-100	80	67	76	3	#	#
Percentage of Tested Scoring 55-100	99%	100%	98%	80%	#	#
Percentage of Tested Scoring 65-100	98%	100%	98%	80%	#	#
Percentage of Tested Scoring 85-100	65%	63%	61%	60%	#	#
<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)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	220	0%	0%	54%	45%
	Students with Disabilities	39	10%	26%	54%	10%
	All Students	259	2%	4%	54%	40%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	226	0%	4%	50%	46%
	Students with Disabilities	22	0%	18%	77%	5%
	All Students	248	0%	5%	52%	43%

(Form – I)



# New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	2	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

## 2001 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	229	229	229	19	19	19	248	248	248
Number Scoring 55–64	1	8	1	2	2	1	3	10	2
Number Scoring 65–84	128	95	100	13	10	14	141	105	114
Number Scoring 85–100	97	123	128	1	1	3	98	124	131
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade K–1)</b>						
Number Tested		7	4		0	0
Beginning		0	#		0	0
Intermediate		3	#		0	0
Advanced		2	#		0	0
Proficient		2	#		0	0
<b>Reading and Writing (Grade K–1)</b>						
Number Tested		7	4		0	0
Beginning		3	#		0	0
Intermediate		1	#		0	0
Advanced		3	#		0	0
Proficient		0	#		0	0
<b>Listening and Speaking (Grade 2–4)</b>						
Number Tested		2	7		0	0
Beginning		#	1		0	0
Intermediate		#	0		0	0
Advanced		#	2		0	0
Proficient		#	4		0	0
<b>Reading and Writing (Grade 2–4)</b>						
Number Tested		2	7		0	0
Beginning		#	1		0	0
Intermediate		#	2		0	0
Advanced		#	3		0	0
Proficient		#	1		0	0
<b>Listening and Speaking (Grade 5–6)</b>						
Number Tested		3	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 5–6)</b>						
Number Tested		3	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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 – K)

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

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		6	1		2	1
Beginning		1	#		#	#
Intermediate		1	#		#	#
Advanced		2	#		#	#
Proficient		2	#		#	#
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		6	1		2	1
Beginning		0	#		#	#
Intermediate		2	#		#	#
Advanced		4	#		#	#
Proficient		0	#		#	#
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		6	9		1	1
Beginning		0	0		#	#
Intermediate		0	2		#	#
Advanced		3	5		#	#
Proficient		3	2		#	#
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		6	9		1	1
Beginning		0	0		#	#
Intermediate		0	2		#	#
Advanced		5	5		#	#
Proficient		1	2		#	#

\*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)