

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-11-03-0010

Grade Range : 9-12

Name: Oceanside Senior High School

Principal: Dorie Ciulla

## 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	512	534	521
Tenth	430	498	498
Eleventh	381	397	471
Twelfth	431	397	392
Ungraded Secondary	20	4	9
Total K-12 Enrollment	1774	1830	1891

## 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	39	2.2%	28	1.5%	25	1.3%
Black (Not Hispanic)	4	0.2%	7	0.4%	7	0.4%
Hispanic	116	6.5%	114	6.2%	80	4.2%
White (Not Hispanic)	1615	91.0%	1681	91.9%	1779	94.1%

## 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	25	0	0
English Grade 10	21	26	25
Mathematics Grade 10	20	23	21
Science Grade 10	21	18	22
Social Studies Grade 10	22	23	23

(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
54	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 higher 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	42	2.4%	186	10.2%	198	10.5%
Eligible for Free Lunch	45	2.5%	37	2.0%	35	1.8%

### 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		98.0%		98.0%		98.0%
Student Suspensions	112	6.4%	79	4.4%	138	7.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.9%	0.9%	1.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	98%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	141
Total Other Professional Staff	22
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	393	275	70%	347	285	82%	340	245	72%
Students with Disabilities	34	1	3%	33	10	30%	21	4	19%
All Students	427	276	65%	380	295	78%	361	249	69%

\*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	229	89	3	1	0	39
Percent	63%	25%	1%	0%	0%	11%

## 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)
21	4	2	23

\*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			9		4	
	Entered GED Program*			0		1	
	Total Noncompleters			9		5	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	9	0.5%	9	0.5%	4	0.2%
	Entered GED Program*	4	0.2%	0	0.0%	1	0.1%
	Total Noncompleters	13	0.7%	9	0.5%	5	0.3%

\*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		14	0
	Number of Students with Disabilities		1	0
	Number of All Students		15	0
	Percent of Enrollment		1%	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%	47	94%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	99	93%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	249	94%	6	100%

### 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%	1	#

(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%	7	43%
Science	18	61%	0	0%	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	9	56%	0	0%	1	#
U.S. Hist & Gov't	42	83%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	38	84%	0	0%	4	#
Science	21	57%	0	0%	6	33%
Reading	12	83%	0	0%	3	#
Writing	5	100%	0	0%	1	#
Global Studies	10	30%	0	0%	14	50%
U.S. Hist & Gov't	12	92%	0	0%	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	403	372	445	34	24	34
Number Scoring 55–100	389	350	430	26	17	28
Number Scoring 65–100	367	329	416	19	12	22
Number Scoring 85–100	151	141	206	2	2	4
Percentage of Tested Scoring 55–100	97%	94%	97%	76%	71%	82%
Percentage of Tested Scoring 65–100	91%	88%	93%	56%	50%	65%
Percentage of Tested Scoring 85–100	37%	38%	46%	6%	8%	12%
<b>Mathematics A</b>						
Number Tested	0	4	459	0	0	38
Number Scoring 55–100	0	#	421	0	0	27
Number Scoring 65–100	0	#	385	0	0	24
Number Scoring 85–100	0	#	115	0	0	2
Percentage of Tested Scoring 55–100	0%	#	92%	0%	0%	71%
Percentage of Tested Scoring 65–100	0%	#	84%	0%	0%	63%
Percentage of Tested Scoring 85–100	0%	#	25%	0%	0%	5%
<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	431	477	504	39	36	49
Number Scoring 55–100	418	467	480	34	32	40
Number Scoring 65–100	393	431	455	24	24	35
Number Scoring 85–100	172	162	233	4	2	8
Percentage of Tested Scoring 55–100	97%	98%	95%	87%	89%	82%
Percentage of Tested Scoring 65–100	91%	90%	90%	62%	67%	71%
Percentage of Tested Scoring 85–100	40%	34%	46%	10%	6%	16%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	380	394	456	34	23	34
Number Scoring 55–100	361	377	450	26	20	33
Number Scoring 65–100	347	337	434	22	16	29
Number Scoring 85–100	199	124	255	4	3	5
Percentage of Tested Scoring 55–100	95%	96%	99%	76%	87%	97%
Percentage of Tested Scoring 65–100	91%	86%	95%	65%	70%	85%
Percentage of Tested Scoring 85–100	52%	31%	56%	12%	13%	15%

(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	407	488	405	44	55	16
Number Scoring 55–100	404	477	393	42	48	15
Number Scoring 65–100	376	459	362	29	36	10
Number Scoring 85–100	57	147	99	0	4	1
Percentage of Tested Scoring 55–100	99%	98%	97%	95%	87%	94%
Percentage of Tested Scoring 65–100	92%	94%	89%	66%	65%	62%
Percentage of Tested Scoring 85–100	14%	30%	24%	0%	7%	6%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	360	486	466	19	33	43
Number Scoring 55–100	338	472	445	7	28	36
Number Scoring 65–100	319	452	430	3	24	32
Number Scoring 85–100	164	254	244	0	5	9
Percentage of Tested Scoring 55–100	94%	97%	95%	37%	85%	84%
Percentage of Tested Scoring 65–100	89%	93%	92%	16%	73%	74%
Percentage of Tested Scoring 85–100	46%	52%	52%	0%	15%	21%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		269	400		4	12
Number Scoring 55–100		261	374		#	10
Number Scoring 65–100		220	301		#	4
Number Scoring 85–100		69	68		#	0
Percentage of Tested Scoring 55–100		97%	94%		#	83%
Percentage of Tested Scoring 65–100		82%	75%		#	33%
Percentage of Tested Scoring 85–100		26%	17%		#	0%
<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	29	43	21	0	0	0
Number Scoring 55–100	29	43	21	0	0	0
Number Scoring 65–100	28	42	21	0	0	0
Number Scoring 85–100	13	21	14	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	45%	49%	67%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	61	78	83	0	0	1
Number Scoring 55–100	61	78	82	0	0	#
Number Scoring 65–100	61	78	80	0	0	#
Number Scoring 85–100	32	39	37	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	96%	0%	0%	#
Percentage of Tested Scoring 85–100	52%	50%	45%	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	2	3	0	0	1	0
Number Scoring 55–100	#	#	0	0	#	0
Number Scoring 65–100	#	#	0	0	#	0
Number Scoring 85–100	#	#	0	0	#	0
Percentage of Tested Scoring 55–100	#	#	0%	0%	#	0%
Percentage of Tested Scoring 65–100	#	#	0%	0%	#	0%
Percentage of Tested Scoring 85–100	#	#	0%	0%	#	0%
<b>Comprehensive Spanish</b>						
Number Tested	180	241	263	0	3	2
Number Scoring 55–100	179	237	262	0	#	#
Number Scoring 65–100	172	233	259	0	#	#
Number Scoring 85–100	123	182	185	0	#	#
Percentage of Tested Scoring 55–100	99%	98%	100%	0%	#	#
Percentage of Tested Scoring 65–100	96%	97%	98%	0%	#	#
Percentage of Tested Scoring 85–100	68%	76%	70%	0%	#	#
<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)



# 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	474	517	66	5	21	5
Number Scoring 55–100	388	418	50	3	10	3
Number Scoring 65–100	325	370	32	2	7	1
Number Scoring 85–100	151	148	3	0	1	0
Percentage of Tested Scoring 55–100	82%	81%	76%	60%	48%	60%
Percentage of Tested Scoring 65–100	69%	72%	48%	40%	33%	20%
Percentage of Tested Scoring 85–100	32%	29%	5%	0%	5%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	271	280	370	5	4	8
Number Scoring 55–100	252	275	316	4	#	4
Number Scoring 65–100	232	264	288	2	#	4
Number Scoring 85–100	123	172	115	2	#	0
Percentage of Tested Scoring 55–100	93%	98%	85%	80%	#	50%
Percentage of Tested Scoring 65–100	86%	94%	78%	40%	#	50%
Percentage of Tested Scoring 85–100	45%	61%	31%	40%	#	0%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	79	99%	13	100%	85	91%
Students with Disabilities	23	96%	3	#	13	62%

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	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
<b>June 2003</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	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	341	341	341	23	23	23	364	364	364
Number Scoring 55–64	4	17	10	3	3	2	7	20	12
Number Scoring 65–84	166	189	157	12	11	11	178	200	168
Number Scoring 85–100	161	119	165	4	3	2	165	122	167
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)