

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-53-07-0000

Name: Bellmore-Merrick Central High School District

Superintendent: Dr. Thomas Caramore

## 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	1008	998	1087
Eighth	914	1011	998
Ninth	875	893	1020
Tenth	846	860	878
Eleventh	828	832	858
Twelfth	777	828	808
Ungraded Secondary	46	40	32
Total K-12 Enrollment	5294	5462	5681

## 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	172	3.2%	165	3.0%	235	4.1%
Black (Not Hispanic)	67	1.3%	86	1.6%	82	1.4%
Hispanic	148	2.8%	145	2.7%	139	2.4%
White (Not Hispanic)	4907	92.7%	5066	92.7%	5225	92.0%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	23	24
Mathematics Grade 8	23	23	24
Science Grade 8	22	23	24
Social Studies Grade 8	22	23	23
English Grade 10	23	24	24
Mathematics Grade 10	23	22	21
Science Grade 10	23	21	20
Social Studies Grade 10	24	25	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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	47	0.9%	36	0.7%	35	0.6%
Eligible for Free Lunch	44	0.8%	36	0.7%	69	1.2%

### 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		95.4%		95.0%		95.3%
Student Suspensions	179	3.5%	185	3.5%	211	3.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.5%	0.4%	0.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	367
Total Other Professional Staff	92
Total Paraprofessionals	42
Teaching Out of Certification*	2
Teachers with Temporary Licenses	2

\*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	696	575	83%	726	645	89%	722	655	91%
Students with Disabilities	71	21	30%	86	32	37%	71	40	56%
All Students	767	596	78%	812	677	83%	793	695	88%

\*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	577	185	4	3	21	3
Percent	73%	23%	1%	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)
71	40	4	75

\*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			146		13	
	Entered GED Program*			0		1	
	Total Noncompleters			146		14	
Students with Disabilities	Dropped Out			19		1	
	Entered GED Program*			0		1	
	Total Noncompleters			19		2	
All Students	Dropped Out	24	0.7%	165	4.8%	14	0.4%
	Entered GED Program*	19	0.6%	0	0.0%	2	0.1%
	Total Noncompleters	43	1.3%	165	4.8%	16	0.4%

\*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		901	2052
	Number of Students with Disabilities		69	253
	Number of All Students		970	2305
	Percent of Enrollment		28%	64%

## 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	#	25	20%	20	95%
Science	5	60%	12	33%	10	90%
Reading	0	0%	1	#	6	50%
Writing	0	0%	1	#	6	50%
Global Studies	1	#	8	25%	5	40%
U.S. Hist & Gov't	5	40%	5	20%	4	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	46	91%	20	60%	7	86%
Science	24	50%	26	62%	15	80%
Reading	3	#	6	67%	19	63%
Writing	4	#	5	80%	12	50%
Global Studies	17	41%	19	63%	17	71%
U.S. Hist & Gov't	18	67%	6	83%	14	79%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	856	797	858	101	71	91
Number Scoring 55–100	846	787	832	98	64	79
Number Scoring 65–100	800	773	811	70	59	70
Number Scoring 85–100	363	471	462	8	5	12
Percentage of Tested Scoring 55–100	99%	99%	97%	97%	90%	87%
Percentage of Tested Scoring 65–100	93%	97%	95%	69%	83%	77%
Percentage of Tested Scoring 85–100	42%	59%	54%	8%	7%	13%
<b>Mathematics A</b>						
Number Tested	0	944	948	0	88	90
Number Scoring 55–100	0	881	862	0	69	60
Number Scoring 65–100	0	842	814	0	61	53
Number Scoring 85–100	0	435	368	0	11	10
Percentage of Tested Scoring 55–100	0%	93%	91%	0%	78%	67%
Percentage of Tested Scoring 65–100	0%	89%	86%	0%	69%	59%
Percentage of Tested Scoring 85–100	0%	46%	39%	0%	12%	11%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	697	0	0	36
Number Scoring 55–100	0	0	604	0	0	31
Number Scoring 65–100	0	0	547	0	0	26
Number Scoring 85–100	0	0	170	0	0	4
Percentage of Tested Scoring 55–100	0%	0%	87%	0%	0%	86%
Percentage of Tested Scoring 65–100	0%	0%	78%	0%	0%	72%
Percentage of Tested Scoring 85–100	0%	0%	24%	0%	0%	11%
<b>Global History and Geography</b>						
Number Tested	836	859	868	86	96	82
Number Scoring 55–100	817	847	842	76	88	71
Number Scoring 65–100	800	821	807	68	78	61
Number Scoring 85–100	456	367	448	12	12	17
Percentage of Tested Scoring 55–100	98%	99%	97%	88%	92%	87%
Percentage of Tested Scoring 65–100	96%	96%	93%	79%	81%	74%
Percentage of Tested Scoring 85–100	55%	43%	52%	14%	12%	21%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	815	804	888	85	78	96
Number Scoring 55–100	780	786	869	67	69	87
Number Scoring 65–100	739	763	846	55	60	80
Number Scoring 85–100	409	342	520	17	4	22
Percentage of Tested Scoring 55–100	96%	98%	98%	79%	88%	91%
Percentage of Tested Scoring 65–100	91%	95%	95%	65%	77%	83%
Percentage of Tested Scoring 85–100	50%	43%	59%	20%	5%	23%

(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	758	866	877	72	93	77
Number Scoring 55–100	754	862	866	69	90	70
Number Scoring 65–100	738	857	841	59	88	64
Number Scoring 85–100	283	370	386	3	6	4
Percentage of Tested Scoring 55–100	99%	100%	99%	96%	97%	91%
Percentage of Tested Scoring 65–100	97%	99%	96%	82%	95%	83%
Percentage of Tested Scoring 85–100	37%	43%	44%	4%	6%	5%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	916	924	1015	98	92	81
Number Scoring 55–100	861	914	986	71	87	67
Number Scoring 65–100	815	893	942	59	75	50
Number Scoring 85–100	448	480	570	11	8	12
Percentage of Tested Scoring 55–100	94%	99%	97%	72%	95%	83%
Percentage of Tested Scoring 65–100	89%	97%	93%	60%	82%	62%
Percentage of Tested Scoring 85–100	49%	52%	56%	11%	9%	15%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		632	788		28	48
Number Scoring 55–100		622	766		27	44
Number Scoring 65–100		540	655		18	30
Number Scoring 85–100		103	196		0	3
Percentage of Tested Scoring 55–100		98%	97%		96%	92%
Percentage of Tested Scoring 65–100		85%	83%		64%	62%
Percentage of Tested Scoring 85–100		16%	25%		0%	6%
<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	74	46	56	1	0	3
Number Scoring 55–100	74	46	56	#	0	#
Number Scoring 65–100	74	44	56	#	0	#
Number Scoring 85–100	41	24	39	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	96%	100%	#	0%	#
Percentage of Tested Scoring 85–100	55%	52%	70%	#	0%	#
<b>Comprehensive Italian</b>						
Number Tested	92	84	103	0	0	2
Number Scoring 55–100	92	84	103	0	0	#
Number Scoring 65–100	92	81	103	0	0	#
Number Scoring 85–100	81	49	65	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	96%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	88%	58%	63%	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	1	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	508	559	590	16	21	30
Number Scoring 55–100	508	554	580	16	21	28
Number Scoring 65–100	501	548	572	16	21	28
Number Scoring 85–100	410	409	453	7	9	16
Percentage of Tested Scoring 55–100	100%	99%	98%	100%	100%	93%
Percentage of Tested Scoring 65–100	99%	98%	97%	100%	100%	93%
Percentage of Tested Scoring 85–100	81%	73%	77%	44%	43%	53%
<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	875	121	5	80	40	1
Number Scoring 55–100	775	80	2	49	26	#
Number Scoring 65–100	737	61	1	38	21	#
Number Scoring 85–100	439	5	0	12	3	#
Percentage of Tested Scoring 55–100	89%	66%	40%	61%	65%	#
Percentage of Tested Scoring 65–100	84%	50%	20%	47%	53%	#
Percentage of Tested Scoring 85–100	50%	4%	0%	15%	7%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	715	666	28	40	27	3
Number Scoring 55–100	656	636	19	36	23	#
Number Scoring 65–100	621	616	17	35	18	#
Number Scoring 85–100	355	367	1	9	5	#
Percentage of Tested Scoring 55–100	92%	95%	68%	90%	85%	#
Percentage of Tested Scoring 65–100	87%	92%	61%	88%	67%	#
Percentage of Tested Scoring 85–100	50%	55%	4%	23%	19%	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	34	100%	39	59%	14	100%
Students with Disabilities	21	100%	24	42%	10	90%

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	862	0%	10%	62%	28%
	Students with Disabilities	91	2%	63%	33%	2%
	All Students	953	0%	15%	59%	25%

(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	730	730	730	87	87	87	817	817	817
Number Scoring 55–64	3	10	3	5	7	4	8	17	7
Number Scoring 65–84	273	355	306	54	53	61	327	408	367
Number Scoring 85–100	444	341	413	8	4	6	452	345	419
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)