

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-05-06-06-0002
 Name: Oyster Bay High School
 Principal: Dennis O'Hara

Grade Range : 7-12

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	107	118	116
Eighth	114	111	117
Ninth	108	112	118
Tenth	109	103	116
Eleventh	121	109	108
Twelfth	96	110	97
Ungraded Secondary	4	0	0
Total K-12 Enrollment	659	663	672

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	22	3.3%	27	4.1%	32	4.8%
Black (Not Hispanic)	26	3.9%	32	4.8%	30	4.5%
Hispanic	84	12.7%	70	10.6%	77	11.5%
White (Not Hispanic)	527	80.0%	534	80.5%	533	79.3%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	22	24
Mathematics Grade 8	23	23	20
Science Grade 8	19	22	20
Social Studies Grade 8	24	22	25
English Grade 10	20	21	22
Mathematics Grade 10	18	19	15
Science Grade 10	16	16	19
Social Studies Grade 10	20	18	22

(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	24	3.6%	21	3.2%	22	3.3%
Eligible for Free Lunch	32	4.9%	38	5.7%	28	4.2%

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		93.7%		93.9%		94.2%
Student Suspensions	56	8.5%	15	2.3%	27	4.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.4%	1.5%	1.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	96%	98%

Staff Counts

Staff	2002–2003
Total Teachers	69
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	90	68	76%	89	66	74%	88	79	90%
Students with Disabilities	5	1	20%	19	5	26%	7	3	43%
All Students	95	69	73%	108	71	66%	95	82	86%

*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	74	17	0	2	1	1
Percent	78%	18%	0%	2%	1%	1%

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)
7	3	1	8

*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			6		6	
	Entered GED Program*			2		4	
	Total Noncompleters			8		10	
Students with Disabilities	Dropped Out			2		0	
	Entered GED Program*			1		3	
	Total Noncompleters			3		3	
All Students	Dropped Out	5	1.1%	8	1.8%	6	1.4%
	Entered GED Program*	4	0.9%	3	0.7%	7	1.6%
	Total Noncompleters	9	2.1%	11	2.5%	13	3.0%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	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	48	98%	30	100%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	48	98%	61	95%	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	1	#	2	#	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	0	0%	2	#	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	2	#	1	#	0	0%
U.S. Hist & Gov't	2	#	2	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	3	#	0	0%
Science	6	33%	4	#	0	0%
Reading	5	80%	3	#	1	#
Writing	5	100%	2	#	1	#
Global Studies	2	#	0	0%	1	#
U.S. Hist & Gov't	5	0%	2	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	105	95	97	16	10	17
Number Scoring 55–100	100	92	92	13	7	15
Number Scoring 65–100	96	92	84	10	7	13
Number Scoring 85–100	52	65	45	0	2	1
Percentage of Tested Scoring 55–100	95%	97%	95%	81%	70%	88%
Percentage of Tested Scoring 65–100	91%	97%	87%	62%	70%	76%
Percentage of Tested Scoring 85–100	50%	68%	46%	0%	20%	6%
Mathematics A						
Number Tested	0	0	116	0	0	12
Number Scoring 55–100	0	0	104	0	0	11
Number Scoring 65–100	0	0	101	0	0	10
Number Scoring 85–100	0	0	33	0	0	1
Percentage of Tested Scoring 55–100	0%	0%	90%	0%	0%	92%
Percentage of Tested Scoring 65–100	0%	0%	87%	0%	0%	83%
Percentage of Tested Scoring 85–100	0%	0%	28%	0%	0%	8%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	96	88	108	8	16	12
Number Scoring 55–100	95	88	104	8	16	10
Number Scoring 65–100	95	88	103	8	16	10
Number Scoring 85–100	58	34	70	3	4	3
Percentage of Tested Scoring 55–100	99%	100%	96%	100%	100%	83%
Percentage of Tested Scoring 65–100	99%	100%	95%	100%	100%	83%
Percentage of Tested Scoring 85–100	60%	39%	65%	38%	25%	25%
U.S. History and Government (first administered June 2001)						
Number Tested	106	97	96	16	11	16
Number Scoring 55–100	105	96	92	16	10	15
Number Scoring 65–100	103	91	89	14	9	15
Number Scoring 85–100	46	34	45	0	0	5
Percentage of Tested Scoring 55–100	99%	99%	96%	100%	91%	94%
Percentage of Tested Scoring 65–100	97%	94%	93%	88%	82%	94%
Percentage of Tested Scoring 85–100	43%	35%	47%	0%	0%	31%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	86	149	122	11	24	8
Number Scoring 55–100	86	148	117	11	24	7
Number Scoring 65–100	84	144	112	11	23	6
Number Scoring 85–100	26	46	30	2	1	0
Percentage of Tested Scoring 55–100	100%	99%	96%	100%	100%	88%
Percentage of Tested Scoring 65–100	98%	97%	92%	100%	96%	75%
Percentage of Tested Scoring 85–100	30%	31%	25%	18%	4%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	98	38	94	18	0	12
Number Scoring 55–100	90	38	93	13	0	12
Number Scoring 65–100	84	38	93	11	0	12
Number Scoring 85–100	45	32	59	1	0	3
Percentage of Tested Scoring 55–100	92%	100%	99%	72%	0%	100%
Percentage of Tested Scoring 65–100	86%	100%	99%	61%	0%	100%
Percentage of Tested Scoring 85–100	46%	84%	63%	6%	0%	25%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		60	79		3	6
Number Scoring 55–100		58	78		#	6
Number Scoring 65–100		42	73		#	6
Number Scoring 85–100		6	19		#	1
Percentage of Tested Scoring 55–100		97%	99%		#	100%
Percentage of Tested Scoring 65–100		70%	92%		#	100%
Percentage of Tested Scoring 85–100		10%	24%		#	17%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	15	12	41	0	0	0
Number Scoring 55–100	15	12	41	0	0	0
Number Scoring 65–100	15	12	41	0	0	0
Number Scoring 85–100	6	1	20	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	40%	8%	49%	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	64	52	63	0	0	0
Number Scoring 55–100	64	52	62	0	0	0
Number Scoring 65–100	64	52	62	0	0	0
Number Scoring 85–100	56	42	32	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	88%	81%	51%	0%	0%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	111	116	0	5	18	0
Number Scoring 55–100	102	102	0	5	12	0
Number Scoring 65–100	94	91	0	4	11	0
Number Scoring 85–100	35	46	0	1	2	0
Percentage of Tested Scoring 55–100	92%	88%	0%	100%	67%	0%
Percentage of Tested Scoring 65–100	85%	78%	0%	80%	61%	0%
Percentage of Tested Scoring 85–100	32%	40%	0%	20%	11%	0%
Sequential Mathematics, Course III						
Number Tested	56	67	89	0	0	6
Number Scoring 55–100	48	56	77	0	0	5
Number Scoring 65–100	47	53	67	0	0	3
Number Scoring 85–100	34	25	29	0	0	0
Percentage of Tested Scoring 55–100	86%	84%	87%	0%	0%	83%
Percentage of Tested Scoring 65–100	84%	79%	75%	0%	0%	50%
Percentage of Tested Scoring 85–100	61%	37%	33%	0%	0%	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	0	0%	1	#	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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
Nov 2002	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 2003	General-Education Students	100	0%	2%	71%	27%
	Students with Disabilities	15	7%	20%	67%	7%
	All Students	115	1%	4%	70%	24%

(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
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

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	81	81	81	10	10	10	91	91	91
Number Scoring 55–64	0	3	0	0	0	0	0	3	0
Number Scoring 65–84	27	42	35	7	7	5	34	49	40
Number Scoring 85–100	53	34	45	1	0	3	54	34	48
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)