

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-35-06-0006
 Name: Bellport Senior High School
 Principal: Robert Chakar

Grade Range : 9-12

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	0	0	0
Eighth	0	0	0
Ninth	283	327	352
Tenth	269	345	320
Eleventh	301	322	355
Twelfth	258	321	282
Ungraded Secondary	191	13	19
Total K-12 Enrollment	1302	1328	1328

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	38	2.9%	36	2.7%	52	3.9%
Black (Not Hispanic)	303	23.3%	341	25.7%	338	25.5%
Hispanic	143	11.0%	163	12.3%	165	12.4%
White (Not Hispanic)	818	62.8%	788	59.3%	773	58.2%

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	22
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	24	24	21
Mathematics Grade 10	21	18	18
Science Grade 10	21	21	18
Social Studies Grade 10	21	23	19

(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
51	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 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	21	1.6%	36	2.7%	12	0.9%
Eligible for Free Lunch	180	13.8%	182	13.7%	262	19.7%

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		93.9%		92.7%		93.6%
Student Suspensions	124	9.8%	155	11.9%	165	12.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.5%	3.7%	6.3%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	93%	91%	97%

Staff Counts

Staff	2002–2003
Total Teachers	95
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	246	113	46%	271	124	46%	224	127	57%
Students with Disabilities	10	1	10%	10	0	0%	19	2	11%
All Students	256	114	45%	281	124	44%	243	129	53%

*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	107	83	6	3	35	9
Percent	44%	34%	2%	1%	14%	4%

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)
19	2	20	39

*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			14		46	
	Entered GED Program*			13		22	
	Total Noncompleters			27		68	
Students with Disabilities	Dropped Out			8		8	
	Entered GED Program*			1		4	
	Total Noncompleters			9		12	
All Students	Dropped Out	44	3.4%	22	1.7%	54	4.1%
	Entered GED Program*	34	2.6%	14	1.1%	26	2.0%
	Total Noncompleters	78	6.0%	36	2.7%	80	6.0%

*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	0	0%	0	0%	1	#
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	7	71%	3	#	13	46%
Science	28	71%	11	73%	0	0%
Reading	1	#	4	#	1	#
Writing	1	#	4	#	1	#
Global Studies	26	69%	2	#	1	#
U.S. Hist & Gov't	54	61%	9	78%	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	57	75%	70	40%	106	39%
Science	66	42%	72	28%	94	37%
Reading	20	70%	49	69%	33	58%
Writing	28	82%	46	28%	54	30%
Global Studies	47	36%	44	25%	57	11%
U.S. Hist & Gov't	21	19%	36	22%	37	32%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	398	300	355	27	41	30
Number Scoring 55–100	356	252	293	10	12	8
Number Scoring 65–100	281	206	234	4	6	2
Number Scoring 85–100	88	71	49	0	2	0
Percentage of Tested Scoring 55–100	89%	84%	83%	37%	29%	27%
Percentage of Tested Scoring 65–100	71%	69%	66%	15%	15%	7%
Percentage of Tested Scoring 85–100	22%	24%	14%	0%	5%	0%
Mathematics A						
Number Tested	30	179	206	0	2	10
Number Scoring 55–100	30	154	181	0	#	3
Number Scoring 65–100	30	134	170	0	#	2
Number Scoring 85–100	26	77	74	0	#	0
Percentage of Tested Scoring 55–100	100%	86%	88%	0%	#	30%
Percentage of Tested Scoring 65–100	100%	75%	83%	0%	#	20%
Percentage of Tested Scoring 85–100	87%	43%	36%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	86	0	0	0
Number Scoring 55–100	0	0	76	0	0	0
Number Scoring 65–100	0	0	57	0	0	0
Number Scoring 85–100	0	0	8	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	88%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	66%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	9%	0%	0%	0%
Global History and Geography						
Number Tested	290	316	348	34	27	43
Number Scoring 55–100	265	280	286	23	8	17
Number Scoring 65–100	226	247	240	13	5	11
Number Scoring 85–100	74	67	91	1	0	1
Percentage of Tested Scoring 55–100	91%	89%	82%	68%	30%	40%
Percentage of Tested Scoring 65–100	78%	78%	69%	38%	19%	26%
Percentage of Tested Scoring 85–100	26%	21%	26%	3%	0%	2%
U.S. History and Government (first administered June 2001)						
Number Tested	234	292	293	17	40	27
Number Scoring 55–100	205	248	268	9	10	12
Number Scoring 65–100	182	188	249	5	5	8
Number Scoring 85–100	69	57	109	0	1	0
Percentage of Tested Scoring 55–100	88%	85%	91%	53%	25%	44%
Percentage of Tested Scoring 65–100	78%	64%	85%	29%	12%	30%
Percentage of Tested Scoring 85–100	29%	20%	37%	0%	3%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	135	230	217	15	25	45
Number Scoring 55–100	132	225	186	12	22	24
Number Scoring 65–100	124	207	159	8	14	14
Number Scoring 85–100	12	21	23	0	1	1
Percentage of Tested Scoring 55–100	98%	98%	86%	80%	88%	53%
Percentage of Tested Scoring 65–100	92%	90%	73%	53%	56%	31%
Percentage of Tested Scoring 85–100	9%	9%	11%	0%	4%	2%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	216	209	211	4	4	3
Number Scoring 55–100	203	195	196	#	#	#
Number Scoring 65–100	184	179	170	#	#	#
Number Scoring 85–100	72	63	69	#	#	#
Percentage of Tested Scoring 55–100	94%	93%	93%	#	#	#
Percentage of Tested Scoring 65–100	85%	86%	81%	#	#	#
Percentage of Tested Scoring 85–100	33%	30%	33%	#	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		0	151		0	0
Number Scoring 55–100		0	137		0	0
Number Scoring 65–100		0	90		0	0
Number Scoring 85–100		0	13		0	0
Percentage of Tested Scoring 55–100		0%	91%		0%	0%
Percentage of Tested Scoring 65–100		0%	60%		0%	0%
Percentage of Tested Scoring 85–100		0%	9%		0%	0%
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	77	40	23	0	0	0
Number Scoring 55–100	77	40	23	0	0	0
Number Scoring 65–100	77	40	23	0	0	0
Number Scoring 85–100	15	17	14	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	19%	42%	61%	0%	0%	0%
Comprehensive Italian						
Number Tested	19	15	16	0	0	0
Number Scoring 55–100	19	11	16	0	0	0
Number Scoring 65–100	18	10	16	0	0	0
Number Scoring 85–100	7	2	10	0	0	0
Percentage of Tested Scoring 55–100	100%	73%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	67%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	37%	13%	62%	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	121	126	112	3	1	0
Number Scoring 55–100	120	125	110	#	#	0
Number Scoring 65–100	116	118	110	#	#	0
Number Scoring 85–100	58	58	65	#	#	0
Percentage of Tested Scoring 55–100	99%	99%	98%	#	#	0%
Percentage of Tested Scoring 65–100	96%	94%	98%	#	#	0%
Percentage of Tested Scoring 85–100	48%	46%	58%	#	#	0%
Comprehensive Latin						
Number Tested	2	3	6	0	0	0
Number Scoring 55–100	#	#	6	0	0	0
Number Scoring 65–100	#	#	6	0	0	0
Number Scoring 85–100	#	#	1	0	0	0
Percentage of Tested Scoring 55–100	#	#	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	#	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	#	17%	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	151	96	15	3	4	1
Number Scoring 55–100	119	72	13	#	#	#
Number Scoring 65–100	101	53	12	#	#	#
Number Scoring 85–100	19	4	2	#	#	#
Percentage of Tested Scoring 55–100	79%	75%	87%	#	#	#
Percentage of Tested Scoring 65–100	67%	55%	80%	#	#	#
Percentage of Tested Scoring 85–100	13%	4%	13%	#	#	#
Sequential Mathematics, Course III						
Number Tested	113	106	36	20	1	0
Number Scoring 55–100	89	105	28	6	#	0
Number Scoring 65–100	81	104	23	5	#	0
Number Scoring 85–100	39	61	6	2	#	0
Percentage of Tested Scoring 55–100	79%	99%	78%	30%	#	0%
Percentage of Tested Scoring 65–100	72%	98%	64%	25%	#	0%
Percentage of Tested Scoring 85–100	35%	58%	17%	10%	#	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	128	96%	78	94%	1	#
Students with Disabilities	21	71%	9	78%	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	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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	1	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	230	230	230	35	35	35	265	265	265
Number Scoring 55–64	20	33	12	7	6	4	27	39	16
Number Scoring 65–84	117	111	148	11	5	17	128	116	165
Number Scoring 85–100	73	57	50	1	1	1	74	58	51
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)