

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-05-01-03-0000

Name: Bay Shore Union Free School District

Superintendent: Evelyn Blose Holman

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	467	394	402
First	430	443	400
Second	408	402	427
Third	414	419	406
Fourth	407	427	418
Fifth	441	419	435
Sixth	425	467	450
Ungraded Elementary	65	89	77
Seventh	443	425	481
Eighth	397	416	405
Ninth	408	481	509
Tenth	440	369	412
Eleventh	339	367	324
Twelfth	292	297	363
Ungraded Secondary	48	144	215
Total K-12 Enrollment	5424	5559	5724

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	148	2.7%	156	2.8%	168	2.9%
Black (Not Hispanic)	1191	22.0%	1199	21.6%	1211	21.2%
Hispanic	1126	20.8%	1245	22.4%	1353	23.6%
White (Not Hispanic)	2959	54.6%	2959	53.2%	2992	52.3%

Average Class Size

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

(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
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	253	4.7%	220	4.0%	277	4.8%
Eligible for Free Lunch	1428	26.3%	1472	26.5%	1419	24.8%

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		94.4%		94.3%		94.5%
Student Suspensions	265	5.0%	333	6.1%	403	7.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.7%	7.7%	8.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	437
Total Other Professional Staff	64
Total Paraprofessionals	286
Teaching Out of Certification*	7
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	244	133	55%	251	147	59%	306	185	60%
Students with Disabilities	27	3	11%	36	5	14%	39	6	15%
All Students	271	136	50%	287	152	53%	345	191	55%

*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	170	142	4	14	14	1
Percent	49%	41%	1%	4%	4%	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)
39	6	15	54

*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			34		37	
	Entered GED Program*			5		16	
	Total Noncompleters			39		53	
Students with Disabilities	Dropped Out			11		5	
	Entered GED Program*			1		6	
	Total Noncompleters			12		11	
All Students	Dropped Out	10	0.7%	45	2.8%	42	2.5%
	Entered GED Program*	9	0.6%	6	0.4%	22	1.3%
	Total Noncompleters	19	1.2%	51	3.2%	64	3.7%

*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		27%	0%
2-3		16%	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	1381
	Number of Students with Disabilities		0	227
	Number of All Students		0	1608
	Percent of Enrollment		0%	92%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	63	100%	78	88%	51	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	43	93%	41	93%	42	100%
Spanish	212	96%	195	93%	180	99%

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%	1	#
Spanish	16	81%	0	0%	7	86%

(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	#	7	57%
Science	9	22%	8	50%	5	20%
Reading	1	#	0	0%	1	#
Writing	0	0%	1	#	1	#
Global Studies	7	29%	2	#	1	#
U.S. Hist & Gov't	20	60%	2	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	41	59%	48	62%	108	60%
Science	34	44%	50	62%	82	44%
Reading	35	51%	25	64%	42	83%
Writing	36	86%	17	76%	40	88%
Global Studies	28	21%	7	43%	47	36%
U.S. Hist & Gov't	40	45%	10	80%	29	52%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	361	376	372	62	48	57
Number Scoring 55–100	312	349	327	29	27	27
Number Scoring 65–100	244	325	307	12	20	22
Number Scoring 85–100	45	149	154	1	3	2
Percentage of Tested Scoring 55–100	86%	93%	88%	47%	56%	47%
Percentage of Tested Scoring 65–100	68%	86%	83%	19%	42%	39%
Percentage of Tested Scoring 85–100	12%	40%	41%	2%	6%	4%
Mathematics A						
Number Tested	38	121	456	5	39	74
Number Scoring 55–100	10	50	327	1	4	25
Number Scoring 65–100	4	32	281	0	1	16
Number Scoring 85–100	0	1	76	0	0	1
Percentage of Tested Scoring 55–100	26%	41%	72%	20%	10%	34%
Percentage of Tested Scoring 65–100	11%	26%	62%	0%	3%	22%
Percentage of Tested Scoring 85–100	0%	1%	17%	0%	0%	1%
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	419	381	452	45	51	73
Number Scoring 55–100	394	357	394	36	38	44
Number Scoring 65–100	347	299	351	29	23	31
Number Scoring 85–100	90	67	109	4	2	4
Percentage of Tested Scoring 55–100	94%	94%	87%	80%	75%	60%
Percentage of Tested Scoring 65–100	83%	78%	78%	64%	45%	42%
Percentage of Tested Scoring 85–100	21%	18%	24%	9%	4%	5%
U.S. History and Government (first administered June 2001)						
Number Tested	294	391	401	36	52	61
Number Scoring 55–100	250	363	372	24	39	40
Number Scoring 65–100	209	320	342	13	29	31
Number Scoring 85–100	82	94	127	2	3	6
Percentage of Tested Scoring 55–100	85%	93%	93%	67%	75%	66%
Percentage of Tested Scoring 65–100	71%	82%	85%	36%	56%	51%
Percentage of Tested Scoring 85–100	28%	24%	32%	6%	6%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	356	355	401	29	42	53
Number Scoring 55–100	345	345	374	26	36	37
Number Scoring 65–100	319	328	338	19	25	26
Number Scoring 85–100	60	78	103	0	1	3
Percentage of Tested Scoring 55–100	97%	97%	93%	90%	86%	70%
Percentage of Tested Scoring 65–100	90%	92%	84%	66%	60%	49%
Percentage of Tested Scoring 85–100	17%	22%	26%	0%	2%	6%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	271	339	322	11	13	18
Number Scoring 55–100	266	332	312	11	11	13
Number Scoring 65–100	255	319	303	9	10	11
Number Scoring 85–100	90	101	131	1	0	1
Percentage of Tested Scoring 55–100	98%	98%	97%	100%	85%	72%
Percentage of Tested Scoring 65–100	94%	94%	94%	82%	77%	61%
Percentage of Tested Scoring 85–100	33%	30%	41%	9%	0%	6%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		230	240		6	8
Number Scoring 55–100		223	231		6	6
Number Scoring 65–100		166	178		3	4
Number Scoring 85–100		10	20		0	0
Percentage of Tested Scoring 55–100		97%	96%		100%	75%
Percentage of Tested Scoring 65–100		72%	74%		50%	50%
Percentage of Tested Scoring 85–100		4%	8%		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	41	46	50	1	3	1
Number Scoring 55–100	41	43	50	#	#	#
Number Scoring 65–100	37	38	50	#	#	#
Number Scoring 85–100	20	13	22	#	#	#
Percentage of Tested Scoring 55–100	100%	93%	100%	#	#	#
Percentage of Tested Scoring 65–100	90%	83%	100%	#	#	#
Percentage of Tested Scoring 85–100	49%	28%	44%	#	#	#
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	135	127	210	2	3	7
Number Scoring 55–100	134	124	205	#	#	7
Number Scoring 65–100	133	118	202	#	#	7
Number Scoring 85–100	91	64	152	#	#	5
Percentage of Tested Scoring 55–100	99%	98%	98%	#	#	100%
Percentage of Tested Scoring 65–100	99%	93%	96%	#	#	100%
Percentage of Tested Scoring 85–100	67%	50%	72%	#	#	71%
Comprehensive Latin						
Number Tested	30	29	35	0	1	1
Number Scoring 55–100	30	29	35	0	#	#
Number Scoring 65–100	30	29	33	0	#	#
Number Scoring 85–100	22	17	14	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	94%	0%	#	#
Percentage of Tested Scoring 85–100	73%	59%	40%	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	348	328	124	9	12	9
Number Scoring 55–100	292	259	91	7	5	5
Number Scoring 65–100	253	230	71	5	5	4
Number Scoring 85–100	109	90	11	2	0	0
Percentage of Tested Scoring 55–100	84%	79%	73%	78%	42%	56%
Percentage of Tested Scoring 65–100	73%	70%	57%	56%	42%	44%
Percentage of Tested Scoring 85–100	31%	27%	9%	22%	0%	0%
Sequential Mathematics, Course III						
Number Tested	185	217	220	0	5	4
Number Scoring 55–100	174	206	188	0	4	#
Number Scoring 65–100	166	199	179	0	4	#
Number Scoring 85–100	85	91	75	0	2	#
Percentage of Tested Scoring 55–100	94%	95%	85%	0%	80%	#
Percentage of Tested Scoring 65–100	90%	92%	81%	0%	80%	#
Percentage of Tested Scoring 85–100	46%	42%	34%	0%	40%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	83	100%	94	100%	103	91%
Students with Disabilities	30	90%	31	94%	41	66%

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	414	4%	17%	64%	15%
	Students with Disabilities	38	37%	32%	32%	0%
	All Students	452	7%	18%	61%	14%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	378	0%	33%	51%	16%
	Students with Disabilities	62	8%	60%	32%	0%
	All Students	440	1%	36%	48%	14%

(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	2	0	#	#	#	#
Middle Level						
Social Studies	8	1	0	1	2	5
Secondary Level						
English Language Arts	6	0	0	0	1	5
Social Studies	6	0	0	0	0	6
Mathematics	6	0	0	0	0	6
Science	6	0	0	0	0	6

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	298	298	298	46	46	46	344	344	344
Number Scoring 55–64	10	9	5	5	4	8	15	13	13
Number Scoring 65–84	198	187	202	23	22	22	221	209	224
Number Scoring 85–100	77	87	83	6	2	3	83	89	86
Approved Alternatives	4	0	0	0	0	0	4	0	0

(Form – K)