

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-05-05-02-0004
 Name: Bayport-Blue Point High School
 Principal: Peter A. Sellitto

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	174	165	178
Tenth	168	163	160
Eleventh	147	171	163
Twelfth	136	146	175
Ungraded Secondary	2	1	12
Total K-12 Enrollment	627	646	688

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	7	1.1%	7	1.1%	11	1.6%
Black (Not Hispanic)	7	1.1%	7	1.1%	10	1.5%
Hispanic	11	1.8%	9	1.4%	14	2.0%
White (Not Hispanic)	602	96.0%	623	96.4%	653	94.9%

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	0	0	0
English Grade 10	18	21	20
Mathematics Grade 10	26	20	20
Science Grade 10	21	24	25
Social Studies Grade 10	20	17	19

(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
53	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 middle 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	2	0.3%	4	0.6%	5	0.7%
Eligible for Free Lunch	12	1.9%	11	1.7%	10	1.5%

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		94.8%		94.8%		95.2%
Student Suspensions	64	10.7%	55	8.8%	39	6.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.3%	1.1%	2.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	99%	97%

Staff Counts

Staff	2002–2003
Total Teachers	60
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	117	96	82%	125	101	81%	150	124	83%
Students with Disabilities	14	0	0%	12	1	8%	21	2	10%
All Students	131	96	73%	137	102	74%	171	126	74%

*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	118	46	2	1	2	2
Percent	69%	27%	1%	1%	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)
21	2	0	21

*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		1	
	Entered GED Program*			0		0	
	Total Noncompleters			9		1	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	2	0.3%	9	1.4%	2	0.3%
	Entered GED Program*	2	0.3%	0	0.0%	0	0.0%
	Total Noncompleters	4	0.6%	9	1.4%	2	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		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%	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	0	0%	10	10%	1	#
Science	0	0%	10	50%	1	#
Reading	0	0%	2	#	2	#
Writing	0	0%	2	#	2	#
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	1	#	2	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	6	100%	5	100%
Science	6	100%	3	#	0	0%
Reading	4	#	6	100%	0	0%
Writing	4	#	6	100%	0	0%
Global Studies	0	0%	5	100%	0	0%
U.S. Hist & Gov't	1	#	6	83%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	139	170	168	14	20	19
Number Scoring 55–100	137	169	162	12	20	17
Number Scoring 65–100	131	162	155	7	14	13
Number Scoring 85–100	71	110	101	1	6	2
Percentage of Tested Scoring 55–100	99%	99%	96%	86%	100%	89%
Percentage of Tested Scoring 65–100	94%	95%	92%	50%	70%	68%
Percentage of Tested Scoring 85–100	51%	65%	60%	7%	30%	11%
Mathematics A						
Number Tested	0	139	194	0	11	26
Number Scoring 55–100	0	135	187	0	10	25
Number Scoring 65–100	0	128	178	0	8	23
Number Scoring 85–100	0	52	69	0	2	6
Percentage of Tested Scoring 55–100	0%	97%	96%	0%	91%	96%
Percentage of Tested Scoring 65–100	0%	92%	92%	0%	73%	88%
Percentage of Tested Scoring 85–100	0%	37%	36%	0%	18%	23%
Mathematics B (first administered June 2001)						
Number Tested	0	0	29	0	0	0
Number Scoring 55–100	0	0	29	0	0	0
Number Scoring 65–100	0	0	29	0	0	0
Number Scoring 85–100	0	0	18	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	62%	0%	0%	0%
Global History and Geography						
Number Tested	171	167	167	14	22	21
Number Scoring 55–100	171	166	164	14	21	21
Number Scoring 65–100	166	159	157	12	16	17
Number Scoring 85–100	62	61	66	1	1	2
Percentage of Tested Scoring 55–100	100%	99%	98%	100%	95%	100%
Percentage of Tested Scoring 65–100	97%	95%	94%	86%	73%	81%
Percentage of Tested Scoring 85–100	36%	37%	40%	7%	5%	10%
U.S. History and Government (first administered June 2001)						
Number Tested	151	174	163	16	19	19
Number Scoring 55–100	148	173	162	16	18	19
Number Scoring 65–100	139	166	162	12	13	19
Number Scoring 85–100	71	64	109	4	2	7
Percentage of Tested Scoring 55–100	98%	99%	99%	100%	95%	100%
Percentage of Tested Scoring 65–100	92%	95%	99%	75%	68%	100%
Percentage of Tested Scoring 85–100	47%	37%	67%	25%	11%	37%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	155	155	154	11	18	16
Number Scoring 55–100	155	155	153	11	18	15
Number Scoring 65–100	155	151	153	11	16	15
Number Scoring 85–100	42	58	59	0	2	4
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	94%
Percentage of Tested Scoring 65–100	100%	97%	99%	100%	89%	94%
Percentage of Tested Scoring 85–100	27%	37%	38%	0%	11%	25%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	169	177	185	19	21	23
Number Scoring 55–100	159	172	183	17	20	23
Number Scoring 65–100	148	166	175	17	19	22
Number Scoring 85–100	72	79	99	2	5	3
Percentage of Tested Scoring 55–100	94%	97%	99%	89%	95%	100%
Percentage of Tested Scoring 65–100	88%	94%	95%	89%	90%	96%
Percentage of Tested Scoring 85–100	43%	45%	54%	11%	24%	13%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		124	116		0	4
Number Scoring 55–100		121	111		0	#
Number Scoring 65–100		85	95		0	#
Number Scoring 85–100		9	16		0	#
Percentage of Tested Scoring 55–100		98%	96%		0%	#
Percentage of Tested Scoring 65–100		69%	82%		0%	#
Percentage of Tested Scoring 85–100		7%	14%		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	44	26	28	0	1	0
Number Scoring 55–100	44	25	28	0	#	0
Number Scoring 65–100	42	25	28	0	#	0
Number Scoring 85–100	12	7	14	0	#	0
Percentage of Tested Scoring 55–100	100%	96%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	95%	96%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	27%	27%	50%	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	89	107	92	1	1	1
Number Scoring 55–100	89	107	92	#	#	#
Number Scoring 65–100	82	103	90	#	#	#
Number Scoring 85–100	43	42	74	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	92%	96%	98%	#	#	#
Percentage of Tested Scoring 85–100	48%	39%	80%	#	#	#
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	167	147	7	11	16	0
Number Scoring 55–100	140	125	4	8	12	0
Number Scoring 65–100	129	107	2	7	8	0
Number Scoring 85–100	61	27	0	2	3	0
Percentage of Tested Scoring 55–100	84%	85%	57%	73%	75%	0%
Percentage of Tested Scoring 65–100	77%	73%	29%	64%	50%	0%
Percentage of Tested Scoring 85–100	37%	18%	0%	18%	19%	0%
Sequential Mathematics, Course III						
Number Tested	114	133	92	1	2	2
Number Scoring 55–100	100	112	81	#	#	#
Number Scoring 65–100	95	101	70	#	#	#
Number Scoring 85–100	51	41	27	#	#	#
Percentage of Tested Scoring 55–100	88%	84%	88%	#	#	#
Percentage of Tested Scoring 65–100	83%	76%	76%	#	#	#
Percentage of Tested Scoring 85–100	45%	31%	29%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	35	94%	33	100%	34	94%
Students with Disabilities	16	94%	13	100%	11	100%

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	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	144	144	144	19	19	19	163	163	163
Number Scoring 55–64	1	0	0	0	3	1	1	3	1
Number Scoring 65–84	77	84	80	17	13	11	94	97	91
Number Scoring 85–100	65	60	64	2	2	0	67	62	64
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)