

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-53-07-0000  
 Name: Bellmore-Merrick Central High School District  
 Superintendent: Thomas Caramore

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	1087	1011	1004
Eighth	998	1077	1002
Ninth	1020	984	1057
Tenth	878	1015	972
Eleventh	858	878	981
Twelfth	808	867	855
Ungraded Secondary	32	0	0
Total K-12 Enrollment	5681	5832	5871

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	235	4.1%	248	4.3%	234	4.0%
Black (Not Hispanic)	82	1.4%	80	1.4%	66	1.1%
Hispanic	139	2.4%	163	2.8%	164	2.8%
White (Not Hispanic)	5225	92.0%	5341	91.6%	5407	92.1%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	24	24	24
Mathematics Grade 8	24	24	23
Science Grade 8	24	22	24
Social Studies Grade 8	23	24	24
English Grade 10	24	23	24
Mathematics Grade 10	21	22	23
Science Grade 10	20	23	23
Social Studies Grade 10	23	23	24

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	35	0.6%	36	0.6%	33	0.6%
Eligible for Free Lunch	69	1.2%	59	1.0%	57	1.0%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.3%		95.4%		95.4%
Student Suspensions	211	3.9%	241	4.2%	277	4.8%

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

	2002-03	2003-04	2004-05
Reduced Lunch	0.7%	0.5%	0.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	399
Total Other Professional Staff	94
Total Paraprofessionals	39
Teaching Out of Certification*	2

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	722	749	744
	Regents Diplomas	655	663	723
	% Regents Diplomas	91%	89%	97%
	Regents Diplomas with Advanced Designation**			561
	% Regents Diplomas with Advanced Designation			75%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	71	84	82
	Regents Diplomas	40	37	64
	% Regents Diplomas	56%	44%	78%
	Regents Diplomas with Advanced Designation**			24
	% Regents Diplomas with Advanced Designation			29%
	IEP Diplomas or Local Certificates	4	6	3
<b>All Students</b>	Total Graduates*	793	833	826
	Regents Diplomas	695	700	787
	% Regents Diplomas	88%	84%	95%
	Regents Diplomas with Advanced Designation**			585
	% Regents Diplomas with Advanced Designation			71%
	IEP Diplomas or Local Certificates	4	6	3

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	583	145	5	3	8	0	0	0
	<b>Percent</b>	78%	19%	1%	0%	1%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	43	29	3	0	5	1	0	1
	<b>Percent</b>	52%	35%	4%	0%	6%	1%	0%	1%
<b>All Students</b>	<b>Number</b>	626	174	8	3	13	1	0	1
	<b>Percent</b>	76%	21%	1%	0%	2%	0%	0%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	13		14	0.4%	12	0.3%
	Entered GED Program*	1		9	0.3%	12	0.3%
	Total Noncompleters	14		23	0.7%	24	0.7%
<b>Students with Disabilities</b>	Dropped Out	1		8	2.0%	9	2.2%
	Entered GED Program*	1		3	0.7%	4	1.0%
	Total Noncompleters	2		11	2.7%	13	3.1%
<b>All Students</b>	Dropped Out	14	0.4%	22	0.6%	21	0.5%
	Entered GED Program*	2	0.1%	12	0.3%	16	0.4%
	Total Noncompleters	16	0.4%	34	0.9%	37	1.0%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	1895	1331
	Number of Students with Disabilities	0	193	164
	Number of All Students	0	2088	1495
	Percent of Enrollment	0%	100%	75%
9-12	Number of General-Education Students	2052	3358	2236
	Number of Students with Disabilities	253	386	275
	Number of All Students	2305	3744	2511
	Percent of Enrollment	64%	100%	65%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	95%	4	#	3	#
Science	10	90%	2	#	7	100%
Reading	6	50%	0	0%	2	#
Writing	6	50%	0	0%	2	#
Global Studies	5	40%	5	80%	6	33%
U.S. Hist & Gov't	4	#	2	#	7	86%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	86%	20	95%	3	#
Science	15	80%	10	50%	10	50%
Reading	19	63%	8	100%	3	#
Writing	12	50%	11	100%	4	#
Global Studies	17	71%	25	72%	8	63%
U.S. Hist & Gov't	14	79%	9	67%	13	38%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	858	866	955	91	84	77
Number Scoring 55-100	832	852	942	79	78	70
Number Scoring 65-100	811	836	920	70	74	59
Number Scoring 85-100	462	536	606	12	17	9
Percentage of Tested Scoring 55-100	97%	98%	99%	87%	93%	91%
Percentage of Tested Scoring 65-100	95%	97%	96%	77%	88%	77%
Percentage of Tested Scoring 85-100	54%	62%	63%	13%	20%	12%
<b>Mathematics A</b>						
Number Tested	948	1788	1029	90	129	90
Number Scoring 55-100	862	1771	1016	60	123	87
Number Scoring 65-100	814	1727	985	53	108	79
Number Scoring 85-100	368	1002	601	10	24	23
Percentage of Tested Scoring 55-100	91%	99%	99%	67%	95%	97%
Percentage of Tested Scoring 65-100	86%	97%	96%	59%	84%	88%
Percentage of Tested Scoring 85-100	39%	56%	58%	11%	19%	26%
<b>Mathematics B</b>						
Number Tested	697	802	770	36	27	24
Number Scoring 55-100	604	729	672	31	20	17
Number Scoring 65-100	547	667	593	26	18	12
Number Scoring 85-100	170	278	189	4	3	2
Percentage of Tested Scoring 55-100	87%	91%	87%	86%	74%	71%
Percentage of Tested Scoring 65-100	78%	83%	77%	72%	67%	50%
Percentage of Tested Scoring 85-100	24%	35%	25%	11%	11%	8%
<b>Global History and Geography</b>						
Number Tested	868	985	982	82	88	100
Number Scoring 55-100	842	943	951	71	65	91
Number Scoring 65-100	807	903	915	61	51	76
Number Scoring 85-100	448	527	526	17	13	14
Percentage of Tested Scoring 55-100	97%	96%	97%	87%	74%	91%
Percentage of Tested Scoring 65-100	93%	92%	93%	74%	58%	76%
Percentage of Tested Scoring 85-100	52%	54%	54%	21%	15%	14%
<b>U.S. History and Government</b>						
Number Tested	888	849	945	96	76	70
Number Scoring 55-100	869	832	910	87	72	56
Number Scoring 65-100	846	804	880	80	65	48
Number Scoring 85-100	520	542	581	22	23	16
Percentage of Tested Scoring 55-100	98%	98%	96%	91%	95%	80%
Percentage of Tested Scoring 65-100	95%	95%	93%	83%	86%	69%
Percentage of Tested Scoring 85-100	59%	64%	61%	23%	30%	23%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	877	956	949	77	78	92
Number Scoring 55-100	866	941	936	70	68	86
Number Scoring 65-100	841	918	916	64	60	78
Number Scoring 85-100	386	408	465	4	4	6
Percentage of Tested Scoring 55-100	99%	98%	99%	91%	87%	93%
Percentage of Tested Scoring 65-100	96%	96%	97%	83%	77%	85%
Percentage of Tested Scoring 85-100	44%	43%	49%	5%	5%	7%
<b>Physical Setting/Earth Science</b>						
Number Tested	1015	1024	1046	81	105	107
Number Scoring 55-100	986	959	1008	67	82	92
Number Scoring 65-100	942	909	929	50	67	72
Number Scoring 85-100	570	414	487	12	9	13
Percentage of Tested Scoring 55-100	97%	94%	96%	83%	78%	86%
Percentage of Tested Scoring 65-100	93%	89%	89%	62%	64%	67%
Percentage of Tested Scoring 85-100	56%	40%	47%	15%	9%	12%
<b>Physical Setting/Chemistry</b>						
Number Tested	788	755	790	48	29	22
Number Scoring 55-100	766	734	771	44	29	21
Number Scoring 65-100	655	624	669	30	18	14
Number Scoring 85-100	196	187	210	3	3	0
Percentage of Tested Scoring 55-100	97%	97%	98%	92%	100%	95%
Percentage of Tested Scoring 65-100	83%	83%	85%	62%	62%	64%
Percentage of Tested Scoring 85-100	25%	25%	27%	6%	10%	0%
<b>Physical Setting/Physics</b>						
Number Tested		79	326		2	5
Number Scoring 55-100		79	308		#	5
Number Scoring 65-100		76	275		#	4
Number Scoring 85-100		41	118		#	2
Percentage of Tested Scoring 55-100		100%	94%		#	100%
Percentage of Tested Scoring 65-100		96%	84%		#	80%
Percentage of Tested Scoring 85-100		52%	36%		#	40%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	56	52	60	3	0	1
Number Scoring 55-100	56	52	60	#	0	#
Number Scoring 65-100	56	52	60	#	0	#
Number Scoring 85-100	39	41	48	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	70%	79%	80%	#	0%	#
<b>Comprehensive Italian</b>						
Number Tested	103	100	91	2	2	3
Number Scoring 55-100	103	98	90	#	#	#
Number Scoring 65-100	103	97	90	#	#	#
Number Scoring 85-100	65	71	68	#	#	#
Percentage of Tested Scoring 55-100	100%	98%	99%	#	#	#
Percentage of Tested Scoring 65-100	100%	97%	99%	#	#	#
Percentage of Tested Scoring 85-100	63%	71%	75%	#	#	#
<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	0	1	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	590	664	630	30	16	16
Number Scoring 55-100	580	661	628	28	16	16
Number Scoring 65-100	572	658	625	28	16	16
Number Scoring 85-100	453	490	449	16	7	6
Percentage of Tested Scoring 55-100	98%	100%	100%	93%	100%	100%
Percentage of Tested Scoring 65-100	97%	99%	99%	93%	100%	100%
Percentage of Tested Scoring 85-100	77%	74%	71%	53%	44%	38%
<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)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</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 2005</b>	General-Education Students	917	0%	8%	61%	31%
	Students with Disabilities	86	8%	40%	49%	3%
	All Students	1003	1%	10%	60%	29%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

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	4	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	5	0	0	0	4	1
Social Studies	5	0	0	1	3	1
Mathematics	5	0	0	1	2	2
Science	5	0	0	0	4	1

### 2001 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	744	744	744	90	90	90	834	834	834
Number Scoring 55–64	6	9	5	6	9	2	12	18	7
Number Scoring 65–84	304	208	282	49	38	65	353	246	347
Number Scoring 85–100	417	507	449	16	22	12	433	529	461
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		8	9		0	0
Beginning		1	1		0	0
Intermediate		1	0		0	0
Advanced		6	5		0	0
Proficient		0	3		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		8	9		0	0
Beginning		1	1		0	0
Intermediate		5	2		0	0
Advanced		2	6		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		29	21		0	0
Beginning		3	1		0	0
Intermediate		13	9		0	0
Advanced		5	4		0	0
Proficient		8	7		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		29	21		0	0
Beginning		6	0		0	0
Intermediate		13	6		0	0
Advanced		8	12		0	0
Proficient		2	3		0	0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)