

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-05-05-02-0000
 Name: Bayport-Blue Point Union Free School District
 Superintendent: Anthony Annunziato

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	193	222	205
First	183	197	220
Second	227	188	196
Third	181	226	189
Fourth	208	182	229
Fifth	187	209	184
Sixth	181	187	216
Ungraded Elementary	9	0	0
Seventh	187	186	183
Eighth	203	183	190
Ninth	178	193	177
Tenth	160	179	194
Eleventh	163	164	184
Twelfth	175	163	170
Ungraded Secondary	12	11	0
Total K-12 Enrollment	2447	2490	2537

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	44	1.8%	47	1.9%	49	1.9%
Black (Not Hispanic)	29	1.2%	33	1.3%	27	1.1%
Hispanic	61	2.5%	67	2.7%	70	2.8%
White (Not Hispanic)	2313	94.5%	2343	94.1%	2391	94.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	21	25	25
Common Branch	23	23	23
English Grade 8	22	21	21
Mathematics Grade 8	24	22	25
Science Grade 8	19	22	25
Social Studies Grade 8	24	22	25
English Grade 10	20	20	22
Mathematics Grade 10	20	21	19
Science Grade 10	25	23	24
Social Studies Grade 10	19	24	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
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	11	0.5%	13	0.5%	15	0.6%
Eligible for Free Lunch	48	2.0%	65	2.6%	80	3.2%

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		95.7%		95.4%		95.5%
Student Suspensions	95	4.0%	123	5.0%	87	3.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	2.0%	1.2%	1.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	207
Total Other Professional Staff	36
Total Paraprofessionals	72
Teaching Out of Certification*	3

*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
General-Education Students	Total Graduates*	150	136	133
	Regents Diplomas	124	134	128
	% Regents Diplomas	83%	99%	96%
	Regents Diplomas with Advanced Designation**			86
	% Regents Diplomas with Advanced Designation			65%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	22	19	24
	Regents Diplomas	2	16	18
	% Regents Diplomas	9%	84%	75%
	Regents Diplomas with Advanced Designation**			4
	% Regents Diplomas with Advanced Designation			17%
	IEP Diplomas or Local Certificates	0	0	0
All Students	Total Graduates*	172	155	157
	Regents Diplomas	126	150	146
	% Regents Diplomas	73%	97%	93%
	Regents Diplomas with Advanced Designation**			90
	% Regents Diplomas with Advanced Designation			57%
	IEP Diplomas or Local Certificates	0	0	0

* 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
General-Education Students	Number	96	33	0	0	3	0	1	0
	Percent	72%	25%	0%	0%	2%	0%	1%	0%
Students with Disabilities	Number	7	14	0	0	1	0	2	0
	Percent	29%	58%	0%	0%	4%	0%	8%	0%
All Students	Number	103	47	0	0	4	0	3	0
	Percent	66%	30%	0%	0%	3%	0%	2%	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.
General-Education Students	Dropped Out	1		10	1.6%	8	1.3%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		10	1.6%	8	1.3%
Students with Disabilities	Dropped Out	1		3	2.6%	2	1.8%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		3	2.6%	2	1.8%
All Students	Dropped Out	2	0.3%	13	1.8%	10	1.4%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	2	0.3%	13	1.8%	10	1.4%

*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	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	10
	Number of Students with Disabilities	0	0	99
	Number of All Students	0	0	109
	Percent of Enrollment	0%	0%	15%

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	38	89%	40	90%	45	98%
German	0	0%	0	0%	0	0%
Italian	1	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	127	94%	103	90%	109	98%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	2	#	6	67%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	7	29%	6	67%	7	86%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	1	#
Science	1	#	4	#	4	#
Reading	3	#	1	#	0	0%
Writing	3	#	1	#	1	#
Global Studies	0	0%	3	#	2	#
U.S. Hist & Gov't	1	#	0	0%	4	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	0	0%	1	#
Science	0	0%	4	#	0	0%
Reading	1	#	3	#	3	#
Writing	1	#	2	#	3	#
Global Studies	0	0%	3	#	2	#
U.S. Hist & Gov't	2	#	4	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	171	167	170	21	20	17
Number Scoring 55-100	164	164	167	18	19	15
Number Scoring 65-100	156	161	162	14	18	13
Number Scoring 85-100	101	96	110	2	3	3
Percentage of Tested Scoring 55-100	96%	98%	98%	86%	95%	88%
Percentage of Tested Scoring 65-100	91%	96%	95%	67%	90%	76%
Percentage of Tested Scoring 85-100	59%	57%	65%	10%	15%	18%
Mathematics A						
Number Tested	198	198	183	29	23	27
Number Scoring 55-100	187	195	182	25	22	27
Number Scoring 65-100	178	191	181	23	21	26
Number Scoring 85-100	69	92	114	6	3	7
Percentage of Tested Scoring 55-100	94%	98%	99%	86%	96%	100%
Percentage of Tested Scoring 65-100	90%	96%	99%	79%	91%	96%
Percentage of Tested Scoring 85-100	35%	46%	62%	21%	13%	26%
Mathematics B						
Number Tested	29	130	128	0	7	5
Number Scoring 55-100	29	120	110	0	6	4
Number Scoring 65-100	29	113	95	0	6	4
Number Scoring 85-100	18	49	22	0	2	1
Percentage of Tested Scoring 55-100	100%	92%	86%	0%	86%	80%
Percentage of Tested Scoring 65-100	100%	87%	74%	0%	86%	80%
Percentage of Tested Scoring 85-100	62%	38%	17%	0%	29%	20%
Global History and Geography						
Number Tested	171	177	189	24	20	25
Number Scoring 55-100	166	172	187	23	18	25
Number Scoring 65-100	158	162	180	18	15	24
Number Scoring 85-100	66	99	89	2	2	4
Percentage of Tested Scoring 55-100	97%	97%	99%	96%	90%	100%
Percentage of Tested Scoring 65-100	92%	92%	95%	75%	75%	96%
Percentage of Tested Scoring 85-100	39%	56%	47%	8%	10%	16%
U.S. History and Government						
Number Tested	166	167	175	21	25	19
Number Scoring 55-100	164	164	170	20	22	17
Number Scoring 65-100	162	159	166	19	17	15
Number Scoring 85-100	109	102	113	7	5	7
Percentage of Tested Scoring 55-100	99%	98%	97%	95%	88%	89%
Percentage of Tested Scoring 65-100	98%	95%	95%	90%	68%	79%
Percentage of Tested Scoring 85-100	66%	61%	65%	33%	20%	37%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	156	179	179	17	21	21
Number Scoring 55-100	155	179	178	16	21	21
Number Scoring 65-100	155	178	176	16	20	19
Number Scoring 85-100	60	79	79	4	1	4
Percentage of Tested Scoring 55-100	99%	100%	99%	94%	100%	100%
Percentage of Tested Scoring 65-100	99%	99%	98%	94%	95%	90%
Percentage of Tested Scoring 85-100	38%	44%	44%	24%	5%	19%
Physical Setting/Earth Science						
Number Tested	186	196	178	24	31	25
Number Scoring 55-100	184	187	175	24	27	25
Number Scoring 65-100	176	171	169	23	22	22
Number Scoring 85-100	99	64	69	3	1	3
Percentage of Tested Scoring 55-100	99%	95%	98%	100%	87%	100%
Percentage of Tested Scoring 65-100	95%	87%	95%	96%	71%	88%
Percentage of Tested Scoring 85-100	53%	33%	39%	12%	3%	12%
Physical Setting/Chemistry						
Number Tested	116	121	132	4	5	4
Number Scoring 55-100	111	116	126	#	4	#
Number Scoring 65-100	95	94	111	#	3	#
Number Scoring 85-100	16	15	20	#	0	#
Percentage of Tested Scoring 55-100	96%	96%	95%	#	80%	#
Percentage of Tested Scoring 65-100	82%	78%	84%	#	60%	#
Percentage of Tested Scoring 85-100	14%	12%	15%	#	0%	#
Physical Setting/Physics						
Number Tested		60	50		3	1
Number Scoring 55-100		59	50		#	#
Number Scoring 65-100		53	49		#	#
Number Scoring 85-100		11	22		#	#
Percentage of Tested Scoring 55-100		98%	100%		#	#
Percentage of Tested Scoring 65-100		88%	98%		#	#
Percentage of Tested Scoring 85-100		18%	44%		#	#

* 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
Comprehensive French						
Number Tested	28	34	28	0	0	1
Number Scoring 55-100	28	34	28	0	0	#
Number Scoring 65-100	28	34	27	0	0	#
Number Scoring 85-100	14	13	15	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	96%	0%	0%	#
Percentage of Tested Scoring 85-100	50%	38%	54%	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	92	100	120	1	3	4
Number Scoring 55-100	92	100	120	#	#	#
Number Scoring 65-100	90	99	117	#	#	#
Number Scoring 85-100	74	73	80	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	98%	99%	97%	#	#	#
Percentage of Tested Scoring 85-100	80%	73%	67%	#	#	#
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	162	1%	0%	48%	51%
	Students with Disabilities	22	9%	9%	68%	14%
	All Students	184	2%	1%	51%	47%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	157	0%	7%	60%	33%
	Students with Disabilities	29	0%	41%	48%	10%
	All Students	186	0%	12%	58%	30%

(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
Elementary Level						
Social Studies	0	1	0	0	0	0
Middle Level						
Social Studies	1	1	#	#	#	#
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

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	139	139	139	24	24	24	163	163	163
Number Scoring 55–64	4	0	0	3	4	0	7	4	0
Number Scoring 65–84	67	42	51	17	12	19	84	54	70
Number Scoring 85–100	65	91	86	2	5	5	67	96	91
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
Listening and Speaking (Grade K-1)						
Number Tested		9	7		0	0
Beginning		3	0		0	0
Intermediate		0	0		0	0
Advanced		4	4		0	0
Proficient		2	3		0	0
Reading and Writing (Grade K-1)						
Number Tested		9	7		0	0
Beginning		4	0		0	0
Intermediate		2	1		0	0
Advanced		3	3		0	0
Proficient		0	3		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		3	2		1	1
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#
Reading and Writing (Grade 2-4)						
Number Tested		3	2		1	1
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#
Listening and Speaking (Grade 5-6)						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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 - K)

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
Listening and Speaking (Grade 7-8)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 9-12)						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		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)