

New York State School Report Card

Comprehensive Information Report

BEDS Code: 58-09-05-02-0001
 Name: Hampton Bays Secondary School
 Principal: Frank Vetro

Grade Range : 7-12

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	150	134	140
Eighth	122	140	130
Ninth	144	150	174
Tenth	125	139	124
Eleventh	126	115	132
Twelfth	82	123	111
Ungraded Secondary	16	0	0
Total K-12 Enrollment	765	801	811

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	4	0.5%	5	0.6%	6	0.7%
Black (Not Hispanic)	13	1.7%	14	1.7%	10	1.2%
Hispanic	170	22.2%	192	24.0%	229	28.2%
White (Not Hispanic)	578	75.6%	590	73.7%	566	69.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	17	20
Mathematics Grade 8	21	19	21
Science Grade 8	20	17	18
Social Studies Grade 8	20	28	21
English Grade 10	22	23	17
Mathematics Grade 10	21	22	19
Science Grade 10	22	23	24
Social Studies Grade 10	29	19	16

(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
50	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 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	75	9.8%	82	10.2%	84	10.4%
Eligible for Free Lunch	80	10.5%	67	8.4%	93	11.5%

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		93.9%		94.2%		97.2%
Student Suspensions	11	1.5%	14	1.8%	35	4.4%

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

	2002-03	2003-04	2004-05
Reduced Lunch	3.4%	3.4%	4.4%
Public Assistance	11-20%	11-20%	1-10%
Student Stability	98%	96%	100%

Staff Counts

Staff	2004-05
Total Teachers	71
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	5

*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*	65	91	89
	Regents Diplomas	33	77	83
	% Regents Diplomas	51%	85%	93%
	Regents Diplomas with Advanced Designation**			39
	% Regents Diplomas with Advanced Designation			44%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	6	20	17
	Regents Diplomas	1	3	4
	% Regents Diplomas	17%	15%	24%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			12%
	IEP Diplomas or Local Certificates	0	0	1
All Students	Total Graduates*	71	111	106
	Regents Diplomas	34	80	87
	% Regents Diplomas	48%	72%	82%
	Regents Diplomas with Advanced Designation**			41
	% Regents Diplomas with Advanced Designation			39%
	IEP Diplomas or Local Certificates	0	0	1

* 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	53	27	2	3	2	0	2	0
	Percent	60%	30%	2%	3%	2%	0%	2%	0%
Students with Disabilities	Number	5	3	2	1	4	0	2	0
	Percent	29%	18%	12%	6%	24%	0%	12%	0%
All Students	Number	58	30	4	4	6	0	4	0
	Percent	55%	28%	4%	4%	6%	0%	4%	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	13		18	4.0%	10	2.1%
	Entered GED Program*	1		0	0.0%	1	0.2%
	Total Noncompleters	14		18	4.0%	11	2.4%
Students with Disabilities	Dropped Out	2		2	3.0%	2	2.7%
	Entered GED Program*	0		0	0.0%	2	2.7%
	Total Noncompleters	2		2	3.0%	4	5.4%
All Students	Dropped Out	15	3.1%	20	3.8%	12	2.2%
	Entered GED Program*	1	0.2%	0	0.0%	3	0.6%
	Total Noncompleters	16	3.3%	20	3.8%	15	2.8%

*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	99	226	140
	Number of Students with Disabilities	17	48	0
	Number of All Students	116	274	140
	Percent of Enrollment	42%	100%	52%
9-12	Number of General-Education Students	91	438	534
	Number of Students with Disabilities	9	89	137
	Number of All Students	100	527	671
	Percent of Enrollment	21%	100%	124%

(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	49	98%	22	91%	26	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	129	95%	71	89%	74	92%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	2	#	2	#
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%	6	100%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	0	0%
Science	7	100%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	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
Mathematics	10	70%	0	0%	10	50%
Science	18	72%	0	0%	8	50%
Reading	16	100%	0	0%	9	100%
Writing	16	94%	0	0%	3	#
Global Studies	14	86%	0	0%	7	71%
U.S. Hist & Gov't	4	#	0	0%	8	100%

(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	123	110	131	16	7	13
Number Scoring 55-100	110	100	122	13	5	12
Number Scoring 65-100	99	93	110	10	4	6
Number Scoring 85-100	34	34	54	0	0	1
Percentage of Tested Scoring 55-100	89%	91%	93%	81%	71%	92%
Percentage of Tested Scoring 65-100	80%	85%	84%	62%	57%	46%
Percentage of Tested Scoring 85-100	28%	31%	41%	0%	0%	8%
Mathematics A						
Number Tested	133	132	124	14	11	11
Number Scoring 55-100	108	131	115	5	11	9
Number Scoring 65-100	102	129	106	4	10	9
Number Scoring 85-100	53	52	33	1	1	0
Percentage of Tested Scoring 55-100	81%	99%	93%	36%	100%	82%
Percentage of Tested Scoring 65-100	77%	98%	85%	29%	91%	82%
Percentage of Tested Scoring 85-100	40%	39%	27%	7%	9%	0%
Mathematics B						
Number Tested	74	94	42	3	2	0
Number Scoring 55-100	26	76	37	#	#	0
Number Scoring 65-100	19	63	28	#	#	0
Number Scoring 85-100	1	10	6	#	#	0
Percentage of Tested Scoring 55-100	35%	81%	88%	#	#	0%
Percentage of Tested Scoring 65-100	26%	67%	67%	#	#	0%
Percentage of Tested Scoring 85-100	1%	11%	14%	#	#	0%
Global History and Geography						
Number Tested	117	131	120	12	12	14
Number Scoring 55-100	107	120	105	9	9	9
Number Scoring 65-100	96	108	98	6	5	8
Number Scoring 85-100	29	47	31	1	1	0
Percentage of Tested Scoring 55-100	91%	92%	88%	75%	75%	64%
Percentage of Tested Scoring 65-100	82%	82%	82%	50%	42%	57%
Percentage of Tested Scoring 85-100	25%	36%	26%	8%	8%	0%
U.S. History and Government						
Number Tested	113	101	139	14	7	17
Number Scoring 55-100	113	92	120	14	5	11
Number Scoring 65-100	112	89	112	14	4	9
Number Scoring 85-100	50	50	62	0	1	3
Percentage of Tested Scoring 55-100	100%	91%	86%	100%	71%	65%
Percentage of Tested Scoring 65-100	99%	88%	81%	100%	57%	53%
Percentage of Tested Scoring 85-100	44%	50%	45%	0%	14%	18%

(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	66	141	105	2	11	13
Number Scoring 55-100	59	135	97	#	11	12
Number Scoring 65-100	50	127	95	#	9	10
Number Scoring 85-100	13	29	31	#	0	0
Percentage of Tested Scoring 55-100	89%	96%	92%	#	100%	92%
Percentage of Tested Scoring 65-100	76%	90%	90%	#	82%	77%
Percentage of Tested Scoring 85-100	20%	21%	30%	#	0%	0%
Physical Setting/Earth Science						
Number Tested	181	130	131	23	8	15
Number Scoring 55-100	157	109	112	18	5	12
Number Scoring 65-100	142	94	96	11	5	10
Number Scoring 85-100	45	26	40	1	0	1
Percentage of Tested Scoring 55-100	87%	84%	85%	78%	62%	80%
Percentage of Tested Scoring 65-100	78%	72%	73%	48%	62%	67%
Percentage of Tested Scoring 85-100	25%	20%	31%	4%	0%	7%
Physical Setting/Chemistry						
Number Tested	77	58	75	5	1	1
Number Scoring 55-100	74	52	72	5	#	#
Number Scoring 65-100	57	41	64	4	#	#
Number Scoring 85-100	6	3	10	0	#	#
Percentage of Tested Scoring 55-100	96%	90%	96%	100%	#	#
Percentage of Tested Scoring 65-100	74%	71%	85%	80%	#	#
Percentage of Tested Scoring 85-100	8%	5%	13%	0%	#	#
Physical Setting/Physics						
Number Tested		30	27		1	0
Number Scoring 55-100		28	27		#	0
Number Scoring 65-100		27	26		#	0
Number Scoring 85-100		7	7		#	0
Percentage of Tested Scoring 55-100		93%	100%		#	0%
Percentage of Tested Scoring 65-100		90%	96%		#	0%
Percentage of Tested Scoring 85-100		23%	26%		#	0%

* 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	13	11	33	0	0	0
Number Scoring 55-100	11	10	33	0	0	0
Number Scoring 65-100	11	9	33	0	0	0
Number Scoring 85-100	4	6	23	0	0	0
Percentage of Tested Scoring 55-100	85%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	85%	82%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	31%	55%	70%	0%	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	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%
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	47	59	81	1	2	0
Number Scoring 55-100	45	59	80	#	#	0
Number Scoring 65-100	43	59	80	#	#	0
Number Scoring 85-100	34	46	69	#	#	0
Percentage of Tested Scoring 55-100	96%	100%	99%	#	#	0%
Percentage of Tested Scoring 65-100	91%	100%	99%	#	#	0%
Percentage of Tested Scoring 85-100	72%	78%	85%	#	#	0%
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	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 2005	General-Education Students	101	4%	30%	54%	12%
	Students with Disabilities	28	11%	64%	25%	0%
	All Students	129	5%	37%	48%	9%

(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	0	0	0	0	0
Middle Level						
Social Studies	0	1	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

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	98	98	98	20	20	20	118	118	118
Number Scoring 55–64	4	3	4	4	3	2	8	6	6
Number Scoring 65–84	60	33	55	5	4	8	65	37	63
Number Scoring 85–100	29	50	36	1	1	1	30	51	37
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 7–8)						
Number Tested		21	29		3	3
Beginning		6	0		#	#
Intermediate		3	5		#	#
Advanced		5	15		#	#
Proficient		7	9		#	#
Reading and Writing (Grade 7–8)						
Number Tested		21	28		3	3
Beginning		4	3		#	#
Intermediate		13	9		#	#
Advanced		4	9		#	#
Proficient		0	7		#	#
Listening and Speaking (Grade 9–12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 9–12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	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)