



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **BAY SHORE UNION FREE SCHOOL  
DISTRICT**

District ID **580501030000**

Superintendent **EVELYN BLOSE HOLMAN**

Telephone **(631) 968-1117**

Grades **K-12, UE, US**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [RPTCARD@mail.nysed.gov](mailto:RPTCARD@mail.nysed.gov)

## Use this report to:

### **1** Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

### **2** Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

### **3** View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

### **4** Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2003-04	2004-05	2005-06
Pre-K	0	0	0
Kindergarten	398	452	389
Grade 1	402	394	478
Grade 2	385	406	378
Grade 3	425	379	395
Grade 4	417	439	383
Grade 5	405	434	445
Grade 6	463	414	465
Ungraded Elementary	99	82	57
Grade 7	466	440	443
Grade 8	471	461	468
Grade 9	490	563	564
Grade 10	431	441	485
Grade 11	365	387	418
Grade 12	329	352	377
Ungraded Secondary	152	167	17
<b>Total K-12</b>	<b>5698</b>	<b>5811</b>	<b>5762</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	22	22	21
<b>Grade 8</b>			
English	19	19	20
Mathematics	21	20	19
Science	24	25	23
Social Studies	25	25	24
<b>Grade 10</b>			
English	27	27	25
Mathematics	23	24	24
Science	22	24	24
Social Studies	26	23	25

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	1590	28%	1605	28%	1642	28%
Reduced-Price Lunch	531	9%	607	10%	641	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	312	5%	375	6%	346	6%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	5	0%	5	0%	3	0%
Black or African American	1191	21%	1212	21%	1202	21%
Hispanic or Latino	1390	24%	1469	25%	1502	26%
Asian or Native Hawaiian/Other Pacific Islander	162	3%	173	3%	207	4%
White	2950	52%	2952	51%	2848	49%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		94%		95%		95%
Student Suspensions	416	N/A	537	9%	396	7%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	1035	1197	1859
Percent Not Taught by Highly Qualified Teachers	1%	1%	0%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	1	1	0
Percent with No Valid Teaching Certificate	0%	0%	0%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	2	2	0
Percentage of Total	0%	0%	0%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>	34%	35%	36%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	418	444	471
Total Other Professional Staff	85	72	78
Total Paraprofessionals*	188	204	214
Assistant Principals	5	7	7
Principals	7	7	7

\* Not available at the school level.

## Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: [www.emsc.nysed.gov/irts/accountability/home.shtml](http://www.emsc.nysed.gov/irts/accountability/home.shtml).



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

### Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

### Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

### Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

### Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

## Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: [www.emsc.nysed.gov/irts/school-accountability/about.shtml](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

### Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

#### ▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

#### ▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

#### ■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

#### ■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

#### ■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

#### ■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## Summary

### Overall Accountability Status (2006–07)

#### ▲ Good Standing

##### Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

##### Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

**2004–05**

**2005–06**

**2006–07**

YES

YES

YES

### On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	✓	✓	–	✓	✓	–
Hispanic or Latino	✓	✓	–	✓	✓	–
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	–	–	–	–
White	✓	✓	–	✓	✓	–
<b>Other Groups</b>						
Students with Disabilities	✓	✓	–	✗	✗	–
Limited English Proficient	✓	✓	–	–	–	–
Economically Disadvantaged	✓	✓	–	✓	✓	–
<b>Student groups making AYP in each subject</b>	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 5 of 6	✗ 5 of 6	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓SH Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


#### Accountability Status Levels


- | Federal                        | State  |
|--------------------------------|--|
| Good Standing ▲                | Good Standing ■                                |
| Improvement (Year 1) ▲         | Requiring Academic Progress (Year 1) ■         |
| Improvement (Year 2) ▲         | Requiring Academic Progress (Year 2) ■         |
| Improvement (Year 3) ▲         | Requiring Academic Progress (Year 3) ■         |
| Improvement (Year 4) ▲         | Requiring Academic Progress (Year 4) ■         |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |



District **BAY SHORE UNION FREE SCHOOL DISTRICT**


























## Elementary/Middle-Level English Language Arts

**Accountability Status for This Subject (2006–07)**  Good Standing

**Accountability Measures** 8 of 8 Student groups making AYP in English Language Arts  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (2630:2540)			99%		164	120	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (554:529)			99%		150	117	
Hispanic or Latino (730:689)			99%		154	118	
Asian or Native Hawaiian/Other Pacific Islander (87:85)			100%		169	111	
White (1258:1236)			100%		176	119	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (153:143)			97%		106	113	113    115
Limited English Proficient (126:110)			100%		155	112	
Economically Disadvantaged (970:922)			99%		149	118	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.




<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.


‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **BAY SHORE UNION FREE SCHOOL DISTRICT**


























## Elementary/Middle-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 8 of 8 Student groups making AYP in Mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (2585:2493)			100%		170	84	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (545:515)			99%		147	81	
Hispanic or Latino (716:675)			100%		164	82	
Asian or Native Hawaiian/Other Pacific Islander (86:83)			99%		187	75	
White (1237:1219)			100%		183	83	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (143:136)			99%		124	77	
Limited English Proficient (123:109)			100%		144	76	
Economically Disadvantaged (945:893)			100%		157	82	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.




<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Science  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (833:793)		Qualified		99%		190	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (172:158)		Qualified		98%		182	100	
Hispanic or Latino (192:178)		Qualified		99%		187	100	
Asian or Native Hawaiian/Other Pacific Islander (40:38)		Qualified		100%		192	100	
White (429:419)		Qualified		99%		195	100	
<b>Other Groups</b>								
Students with Disabilities (31:25)		–	–	–	–	–	–	–
Limited English Proficient (40:33)		Qualified		100%		167	100	
Economically Disadvantaged (281:256)		Qualified		98%		183	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

- <sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- <sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- <sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## Secondary-Level English Language Arts




















**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 5 of 6 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




### How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (424:399)			99%		178	148	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:0)	–	–	–	–	–	–	–
Black or African American (94:86)			97%		167	143	
Hispanic or Latino (90:82)			98%		163	143	
Asian or Native Hawaiian/Other Pacific Islander (16:14)	–	–	–	–	–	–	–
White (224:217)			100%		187	146	
<b>Other Groups</b>							
Students with Disabilities (56:67)			96%		113	142	139    122
Limited English Proficient (24:18)	–	–	–	–	–	–	–
Economically Disadvantaged (96:95)			97%		165	144	
<b>Final AYP Determination</b>	 5 of 6						

#### NOTES


- <sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## Secondary-Level Mathematics




















**Accountability Status for This Subject (2006–07)**  Good Standing

**Accountability Measures** 5 of 6 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

### How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (424:399)			99%		179	140	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:0)	–	–	–	–	–	–	–
Black or African American (94:86)			100%		165	135	
Hispanic or Latino (90:82)			97%		168	135	
Asian or Native Hawaiian/Other Pacific Islander (16:14)	–	–	–	–	–	–	–
White (224:217)			99%		188	138	
<b>Other Groups</b>							
Students with Disabilities (56:67)			98%		127	134	134    134
Limited English Proficient (24:18)	–	–	–	–	–	–	–
Economically Disadvantaged (96:95)			100%		168	136	
<b>Final AYP Determination</b>	 5 of 6						

#### NOTES




<sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **BAY SHORE UNION FREE SCHOOL DISTRICT**









## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Graduation Rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) <sup>1</sup>	Graduation		Graduation Rate <sup>2</sup>	Objectives	
	AYP	Met Criterion		State Standard	Progress Target
				2005–06	2006–07
<b>All Students</b> (367)			86%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (1)		–	–	–	–
Black or African American (82)			87%	55%	
Hispanic or Latino (70)			74%	55%	
Asian or Native Hawaiian/Other Pacific Islander (7)		–	–	–	–
White (207)			90%	55%	
<b>Other Groups</b>					
Students with Disabilities (58)			62%	55%	
Limited English Proficient (14)		–	–	–	–
Economically Disadvantaged (73)			75%	55%	
<b>Final AYP Determination</b>		1 of 1			

#### NOTES

<sup>1</sup> Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

<sup>2</sup> Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## 2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

### Federal Title I Status

### New York State Status

#### Good Standing

7 schools identified 100% of total

BAY SHORE MIDDLE SCHOOL

BAY SHORE SENIOR HIGH SCHOOL

BROOK AVENUE ELEMENTARY SCHOOL

FIFTH AVENUE SCHOOL

GARDINER MANOR SCHOOL















MARY G. CLARKSON SCHOOL


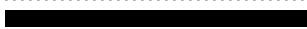
SOUTH COUNTRY SCHOOL


District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	71%			385
Grade 4	75%			367
Grade 5	67%			442
Grade 6	63%			438
Grade 7	67%			426
Grade 8	64%			434
<b>Mathematics</b>				
Grade 3	85%			404
Grade 4	82%			384
Grade 5	66%			444
Grade 6	70%			444
Grade 7	74%			431
Grade 8	72%			443
<b>Science</b>				
Grade 4	96%			379
Grade 8	84%			438

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	80%			426
Mathematics	80%			426

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
<b>Graduation Rate</b>				
2002 Cohort	74%			426

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

#### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

### How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

In this section, this district's performance is compared with that of public schools statewide.

### This District's N/RC Category:

#### Average Need Districts

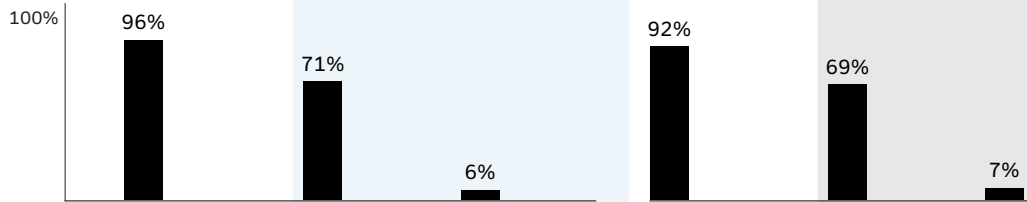
This is a school district with average student needs in relation to district resource capacity.



District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 672	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	370	272	23			



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>385</b>	<b>96%</b>	<b>71%</b>	<b>6%</b>				
Female	193	96%	70%	8%				
Male	192	96%	71%	4%				
American Indian or Alaska Native								
Black or African American	75	92%	61%	5%				
Hispanic or Latino	120	97%	65%	3%				
Asian or Native Hawaiian/Other Pacific Islander	10	100%	80%	0%				
White	180	97%	78%	8%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	368	97%	73%	6%				
Students with Disabilities	17	71%	24%	0%				
English Proficient	384	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	147	96%	56%	5%				
Not Disadvantaged	238	96%	79%	6%				
Migrant								
Not Migrant	385	96%	71%	6%				

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

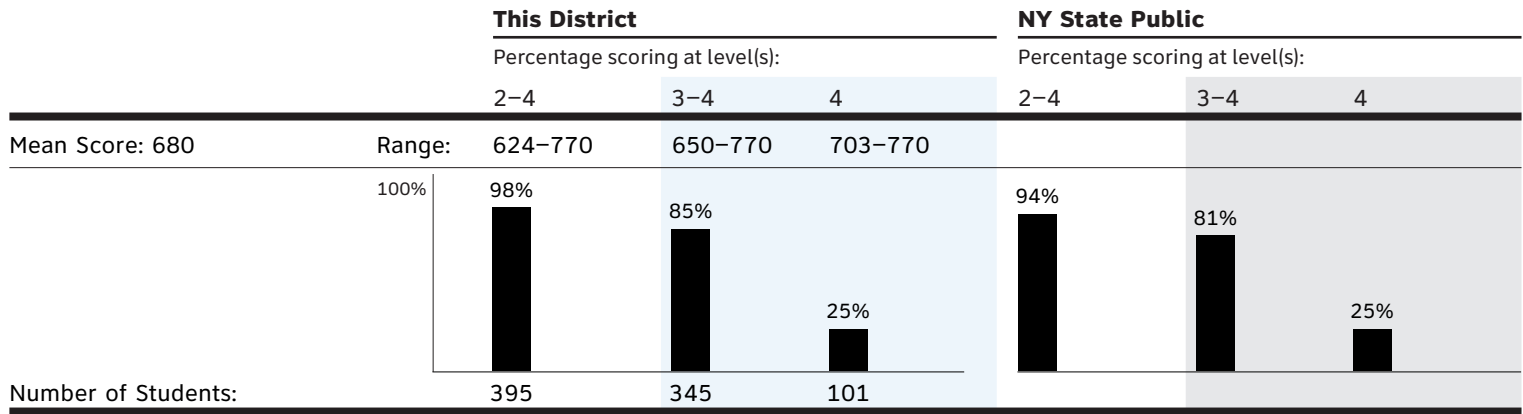
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	6	4	4	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	26	16	11	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>404</b>	<b>98%</b>	<b>85%</b>	<b>25%</b>				
Female	195	97%	85%	24%				
Male	209	98%	86%	26%				
American Indian or Alaska Native								
Black or African American	77	95%	73%	19%				
Hispanic or Latino	141	98%	81%	16%				
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	27%				
White	175	99%	94%	34%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	388	98%	86%	26%				
Students with Disabilities	16	88%	63%	0%				
English Proficient	378	98%	87%	27%				
Limited English Proficient	26	96%	65%	0%				
Economically Disadvantaged	164	98%	79%	14%				
Not Disadvantaged	240	98%	90%	33%				
Migrant								
Not Migrant	404	98%	85%	25%				

### NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

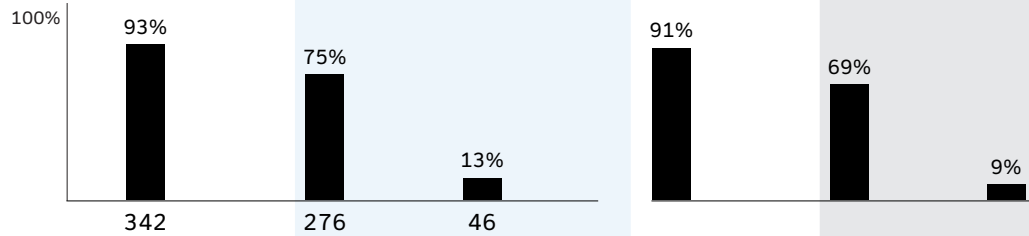
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	6	5	4	This test was not given in 2004-05.			

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 673	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	342	276	46			



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>367</b>	<b>93%</b>	<b>75%</b>	<b>13%</b>				
Female	177	96%	78%	12%				
Male	190	91%	73%	13%				
American Indian or Alaska Native								
Black or African American	72	88%	57%	7%				
Hispanic or Latino	83	94%	72%	8%				
Asian or Native Hawaiian/Other Pacific Islander	17	94%	76%	12%				
White	195	95%	83%	16%				
Small Group Totals								
General-Education Students	354	95%	77%	13%				
Students with Disabilities	13	54%	31%	0%				
English Proficient	366	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	125	89%	66%	6%				
Not Disadvantaged	242	95%	80%	16%				
Migrant								
Not Migrant	367	93%	75%	13%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

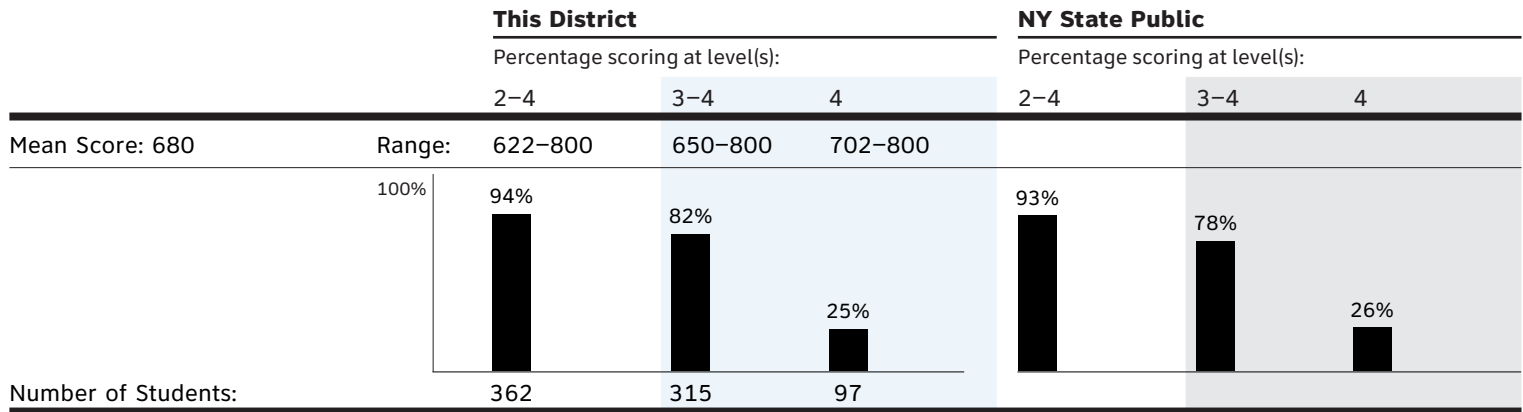
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	20	19	18	N/A	13	11	11	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>384</b>	<b>94%</b>	<b>82%</b>	<b>25%</b>				
Female	185	95%	81%	20%				
Male	199	94%	83%	30%				
American Indian or Alaska Native								
Black or African American	71	89%	62%	20%				
Hispanic or Latino	97	94%	81%	13%				
Asian or Native Hawaiian/Other Pacific Islander	21	95%	90%	24%				
White	195	96%	89%	33%				
Small Group Totals								
General-Education Students	372	95%	83%	26%				
Students with Disabilities	12	75%	42%	0%				
English Proficient	364	95%	83%	27%				
Limited English Proficient	20	80%	65%	0%				
Economically Disadvantaged	136	90%	75%	12%				
Not Disadvantaged	248	96%	86%	33%				
Migrant								
Not Migrant	384	94%	82%	25%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

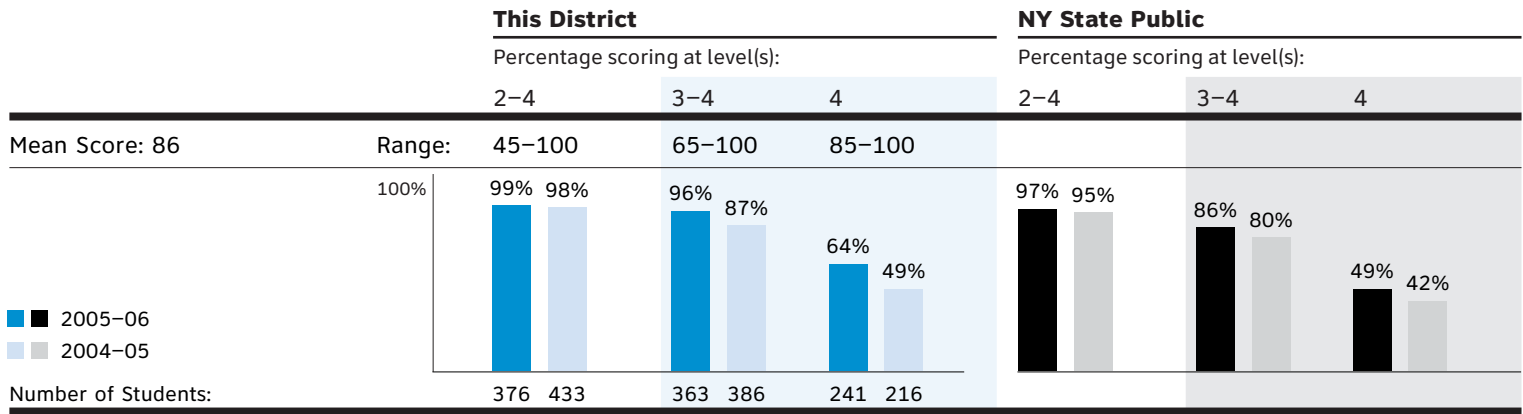
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	–	–	–	4	–	–	–

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 4 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>379</b>	<b>99%</b>	<b>96%</b>	<b>64%</b>	<b>443</b>	<b>98%</b>	<b>87%</b>	<b>49%</b>
Female	183	99%	96%	60%	229	99%	86%	48%
Male	196	99%	95%	67%	214	97%	88%	49%
American Indian or Alaska Native								
Black or African American	71	99%	92%	48%	93	99%	87%	29%
Hispanic or Latino	96	100%	95%	47%	120	96%	78%	33%
Asian or Native Hawaiian/Other Pacific Islander	21	100%	100%	62%	15	100%	100%	73%
White	191	99%	97%	78%	215	98%	91%	64%
<b>Small Group Totals</b>								
General-Education Students	368	100%	96%	65%	399	98%	89%	51%
Students with Disabilities	11	82%	82%	27%	44	91%	68%	25%
English Proficient	359	99%	96%	66%	428	98%	89%	50%
Limited English Proficient	20	100%	85%	15%	15	87%	40%	0%
Economically Disadvantaged	134	99%	90%	49%	155	97%	78%	30%
Not Disadvantaged	245	100%	99%	72%	288	98%	92%	59%
Migrant								
Not Migrant	379	99%	96%	64%	443	98%	87%	49%

### NOTES

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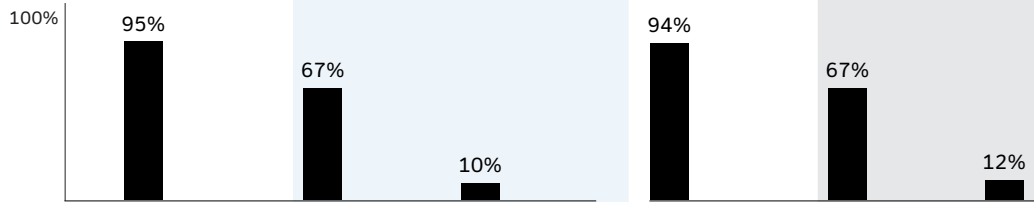
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	–	–	–	4	–	–	–

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 662	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	420	298	43	420	298	43



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>442</b>	<b>95%</b>	<b>67%</b>	<b>10%</b>				
Female	226	97%	73%	11%				
Male	216	93%	62%	9%				
American Indian or Alaska Native								
Black or African American	103	91%	50%	4%				
Hispanic or Latino	120	96%	51%	6%				
Asian or Native Hawaiian/Other Pacific Islander	16	88%	69%	13%				
White	203	97%	86%	15%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	411	97%	71%	10%				
Students with Disabilities	31	65%	19%	0%				
English Proficient	435	95%	68%	10%				
Limited English Proficient	7	86%	29%	0%				
Economically Disadvantaged	167	91%	48%	4%				
Not Disadvantaged	275	97%	79%	13%				
Migrant								
Not Migrant	442	95%	67%	10%				

### NOTES

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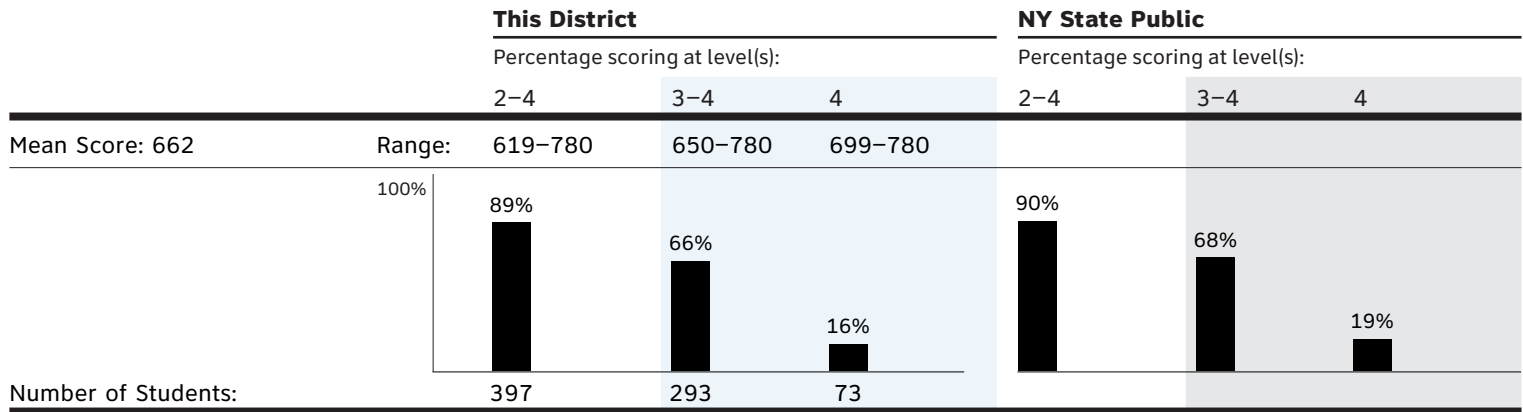
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	6	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	14	12	9	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>444</b>	<b>89%</b>	<b>66%</b>	<b>16%</b>				
Female	227	91%	67%	14%				
Male	217	88%	65%	19%				
American Indian or Alaska Native								
Black or African American	101	84%	44%	10%				
Hispanic or Latino	127	83%	54%	6%				
Asian or Native Hawaiian/Other Pacific Islander	16	94%	81%	13%				
White	200	96%	84%	27%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	415	90%	67%	17%				
Students with Disabilities	29	76%	45%	7%				
English Proficient	423	91%	68%	17%				
Limited English Proficient	21	52%	19%	0%				
Economically Disadvantaged	169	81%	50%	7%				
Not Disadvantaged	275	95%	76%	23%				
Migrant								
Not Migrant	444	89%	66%	16%				

### NOTES

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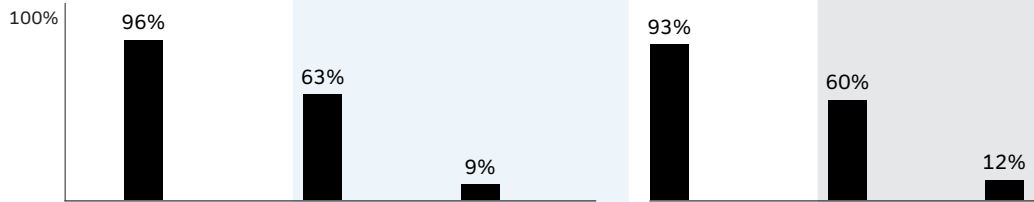
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	6	6	5	3	This test was not given in 2004-05.			

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 659	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	419	275	40			



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>438</b>	<b>96%</b>	<b>63%</b>	<b>9%</b>				
Female	187	96%	67%	10%				
Male	251	96%	60%	9%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	111	94%	50%	5%				
Hispanic or Latino	131	95%	53%	2%				
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-				
White	183	97%	75%	15%	This test was not given in 2004-05.			
Small Group Totals	13	100%	92%	31%				
General-Education Students	414	98%	65%	10%				
Students with Disabilities	24	63%	21%	0%				
English Proficient	425	96%	64%	9%				
Limited English Proficient	13	92%	38%	0%				
Economically Disadvantaged	177	93%	54%	3%				
Not Disadvantaged	261	97%	69%	13%				
Migrant								
Not Migrant	438	96%	63%	9%				

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	8	8	8	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.



District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 6 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 666	616-780	650-780	696-780			
Range:	616-780	650-780	696-780			
	94%	70%	16%	87%	60%	13%
Number of Students:	418	311	71			

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>444</b>	<b>94%</b>	<b>70%</b>	<b>16%</b>				
Female	191	94%	68%	14%				
Male	253	94%	72%	17%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	110	87%	53%	5%				
Hispanic or Latino	139	97%	65%	6%				
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-				
White	180	96%	83%	30%	This test was not given in 2004-05.			
Small Group Totals	15	100%	87%	27%				
General-Education Students	420	95%	72%	17%				
Students with Disabilities	24	71%	33%	0%				
English Proficient	423	94%	70%	17%				
Limited English Proficient	21	95%	62%	0%				
Economically Disadvantaged	184	93%	60%	8%				
Not Disadvantaged	260	95%	77%	22%				
Migrant								
Not Migrant	444	94%	70%	16%				

### NOTES

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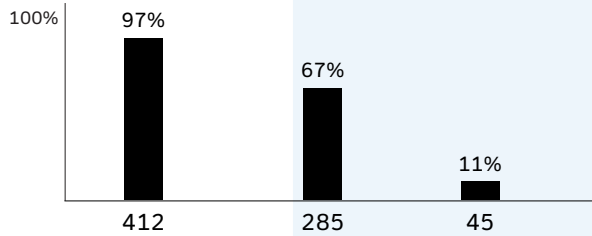
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	-	-	-	This test was not given in 2004-05.			

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 663	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	412	285	45	92%	56%	8%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>426</b>	<b>97%</b>	<b>67%</b>	<b>11%</b>				
Female	234	97%	71%	13%				
Male	192	97%	63%	8%				
American Indian or Alaska Native								
Black or African American	79	96%	68%	8%				
Hispanic or Latino	99	96%	45%	5%				
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	0%				
White	243	97%	75%	14%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	402	99%	69%	11%				
Students with Disabilities	24	67%	25%	0%				
English Proficient	421	97%	68%	11%				
Limited English Proficient	5	100%	0%	0%				
Economically Disadvantaged	132	94%	52%	3%				
Not Disadvantaged	294	98%	74%	14%				
Migrant								
Not Migrant	426	97%	67%	11%				

### NOTES

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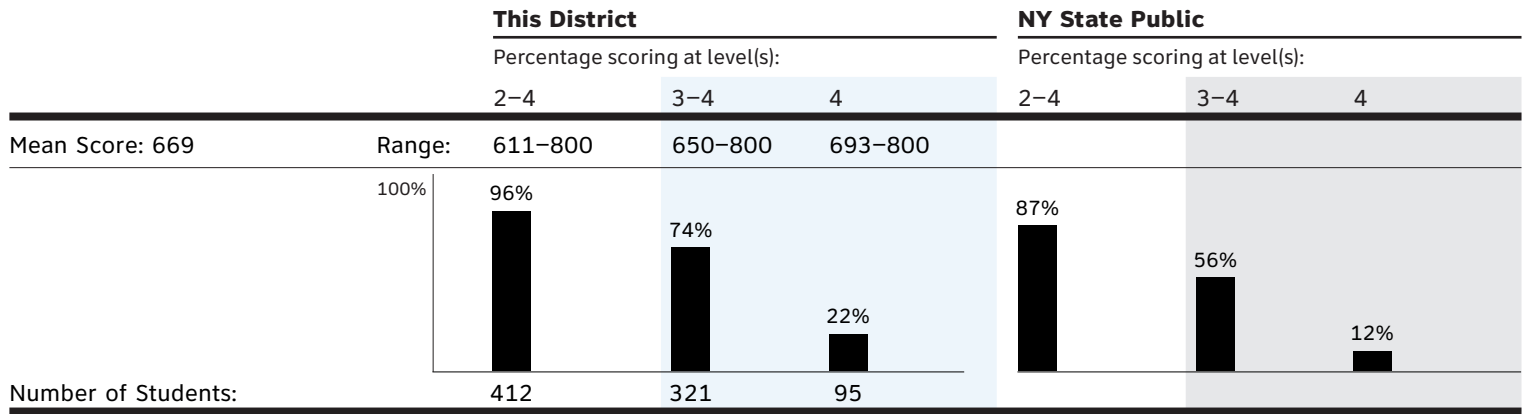
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	6	4	3	3	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	11	11	10	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>431</b>	<b>96%</b>	<b>74%</b>	<b>22%</b>				
Female	240	95%	78%	24%				
Male	191	96%	70%	20%				
American Indian or Alaska Native								
Black or African American	78	-	-	-				
Hispanic or Latino	110	97%	61%	14%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	239	96%	85%	28%	This test was not given in 2004-05.			
Small Group Totals	82	91%	63%	17%				
General-Education Students	409	97%	77%	23%				
Students with Disabilities	22	64%	32%	9%				
English Proficient	416	95%	75%	23%				
Limited English Proficient	15	100%	47%	0%				
Economically Disadvantaged	139	97%	63%	12%				
Not Disadvantaged	292	95%	80%	27%				
Migrant								
Not Migrant	431	96%	74%	22%				

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	3	2	2	This test was not given in 2004-05.			

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public					
	Percentage scoring at level(s):			Percentage scoring at level(s):					
	2-4	3-4	4	2-4	3-4	4			
Mean Score: 665	Range: 602-790			650-790			715-790		
Number of Students:	423	277	40						

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>434</b>	<b>97%</b>	<b>64%</b>	<b>9%</b>				
Female	219	98%	68%	10%				
Male	215	97%	60%	9%				
American Indian or Alaska Native								
Black or African American	99	93%	51%	5%				
Hispanic or Latino	84	98%	49%	2%				
Asian or Native Hawaiian/Other Pacific Islander	18	100%	56%	11%				
White	233	99%	76%	13%				
Small Group Totals								
General-Education Students	424	98%	65%	9%				
Students with Disabilities	10	80%	20%	0%				
English Proficient	431	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	132	96%	47%	2%				
Not Disadvantaged	302	98%	71%	13%				
Migrant								
Not Migrant	434	97%	64%	9%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

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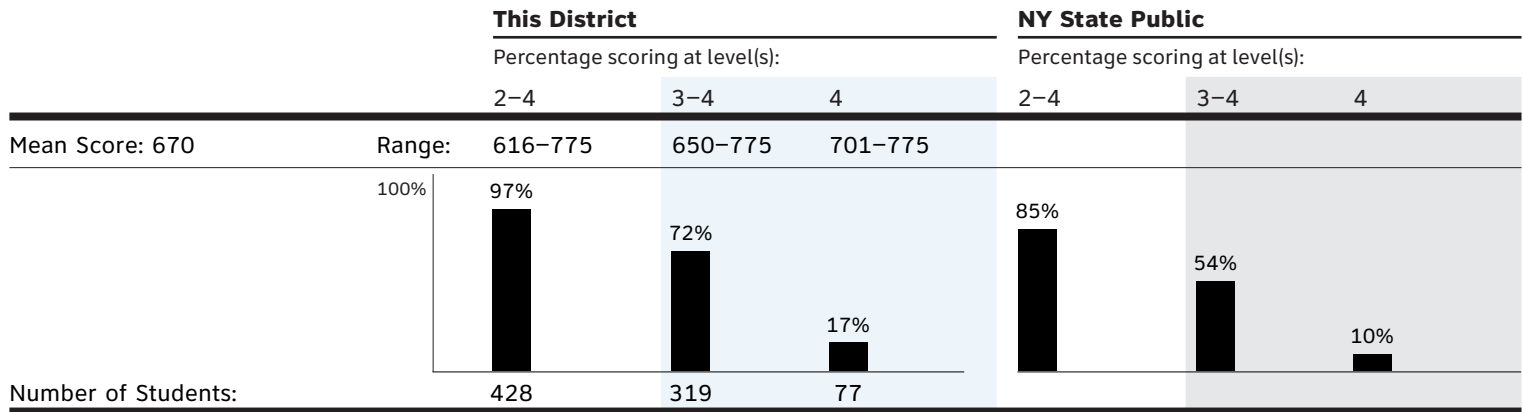
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	5	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	17	17	15	N/A	12	12	12	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>443</b>	<b>97%</b>	<b>72%</b>	<b>17%</b>				
Female	223	97%	71%	17%				
Male	220	96%	73%	18%				
American Indian or Alaska Native								
Black or African American	97	94%	48%	6%				
Hispanic or Latino	95	96%	63%	7%				
Asian or Native Hawaiian/Other Pacific Islander	18	100%	83%	28%				
White	233	98%	85%	25%				
Small Group Totals								
General-Education Students	432	97%	73%	18%				
Students with Disabilities	11	73%	36%	0%				
English Proficient	423	97%	73%	18%				
Limited English Proficient	20	95%	55%	0%				
Economically Disadvantaged	143	95%	55%	6%				
Not Disadvantaged	300	97%	80%	23%				
Migrant								
Not Migrant	443	97%	72%	17%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

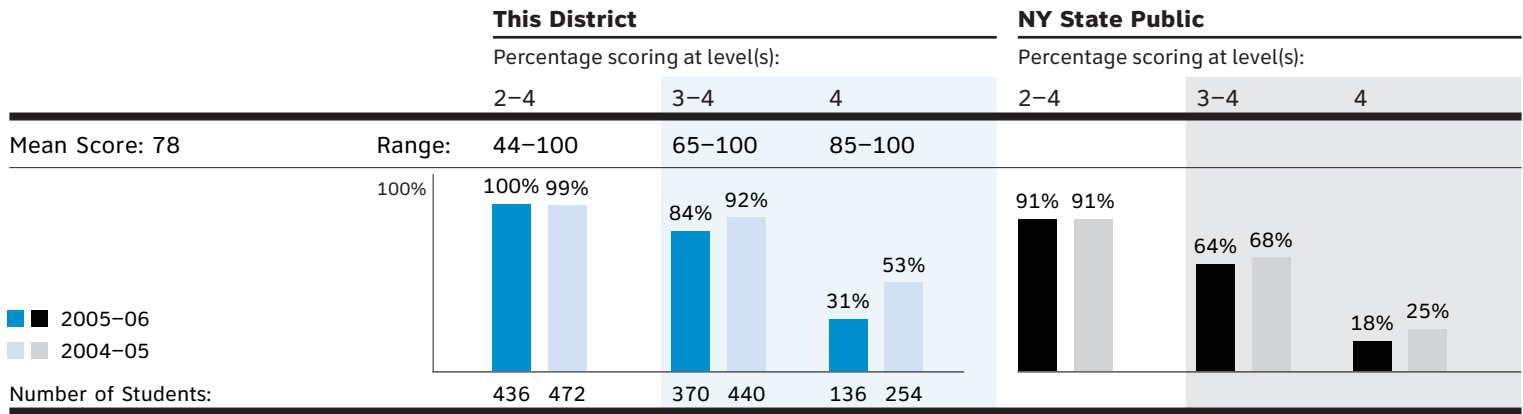
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	–	–	–	5	5	4	3

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 8 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>438</b>	<b>100%</b>	<b>84%</b>	<b>31%</b>	<b>477</b>	<b>99%</b>	<b>92%</b>	<b>53%</b>
Female	220	100%	82%	25%	229	98%	89%	50%
Male	218	99%	87%	37%	248	100%	95%	56%
American Indian or Alaska Native					1	-	-	-
Black or African American	95	100%	74%	13%	103	98%	87%	36%
Hispanic or Latino	94	98%	74%	17%	106	100%	88%	42%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	83%	22%	9	-	-	-
White	231	100%	93%	45%	258	99%	96%	64%
Small Group Totals					10	100%	100%	70%
General-Education Students	429	100%	85%	32%	415	100%	94%	57%
Students with Disabilities	9	89%	56%	0%	62	94%	79%	29%
English Proficient	418	100%	86%	33%	465	99%	93%	55%
Limited English Proficient	20	90%	55%	0%	12	100%	67%	0%
Economically Disadvantaged	140	99%	74%	13%	141	98%	87%	29%
Not Disadvantaged	298	100%	89%	40%	336	99%	94%	63%
Migrant								
Not Migrant	438	100%	84%	31%	477	99%	92%	53%

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	5	5	4	4
Regents Science	0				0			

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

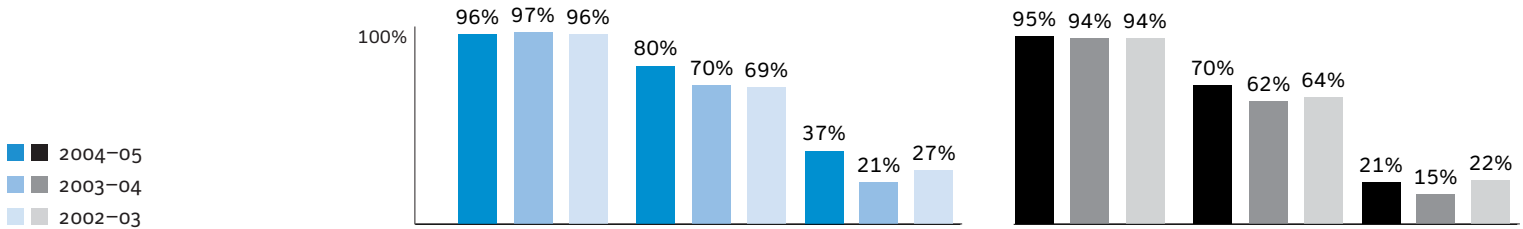
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	16	72	185	163	436	682
Feb 2004	11	112	198	85	406	664
Feb 2003	16	109	174	109	408	667

### Grade 8

#### This School

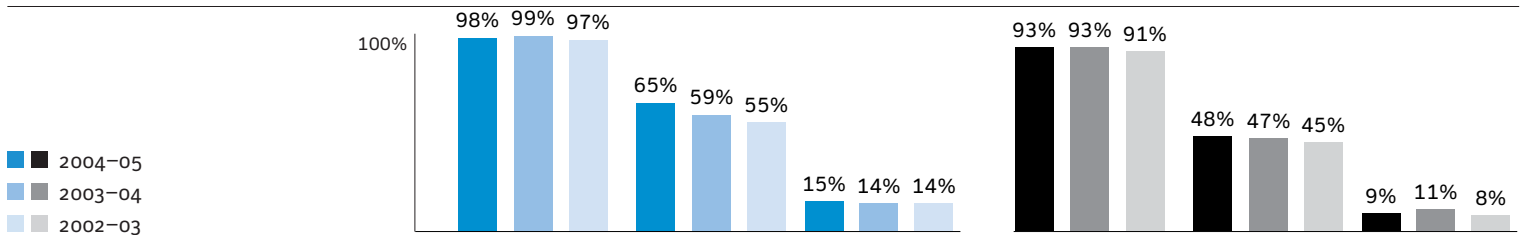
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	10	159	239	71	479	710
Jan 2004	7	190	214	69	480	709
Jan 2003	11	178	168	60	417	704

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

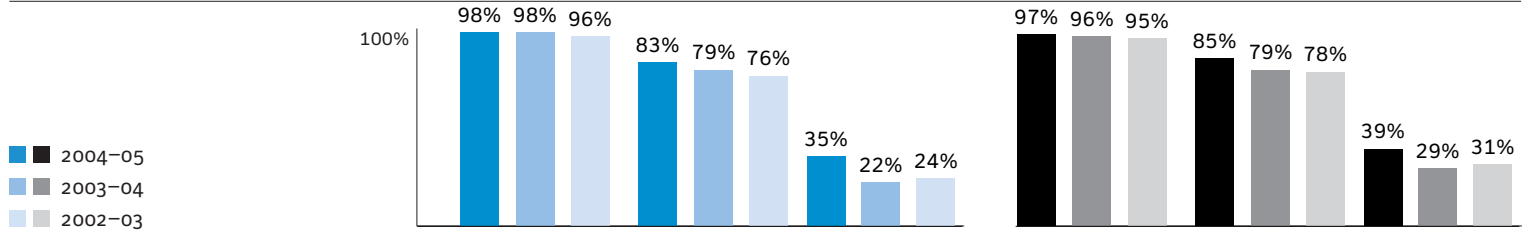
Percentage scoring at level(s):

2-4                      3-4                      4  
Range: 602-810      637-810              678-810

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	11	64	215	157	447	665
May 2004	9	84	250	95	438	660
May 2003	17	85	224	103	429	656

### Grade 8

#### This School

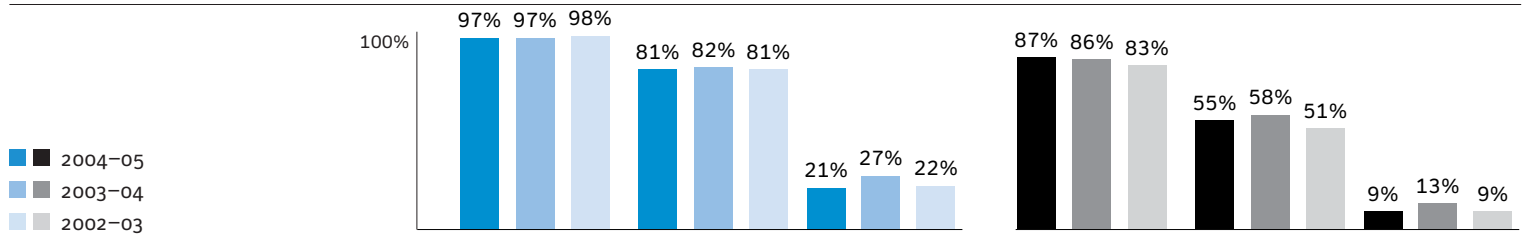
Percentage scoring at level(s):

2-4                      3-4                      4  
Range: 681-882      716-882              760-882

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	15	79	290	105	489	739
May 2004	16	77	278	134	505	742
May 2003	11	71	263	98	443	739



District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction

### This District

Percentage scoring at level(s):

2-4

3-4

4

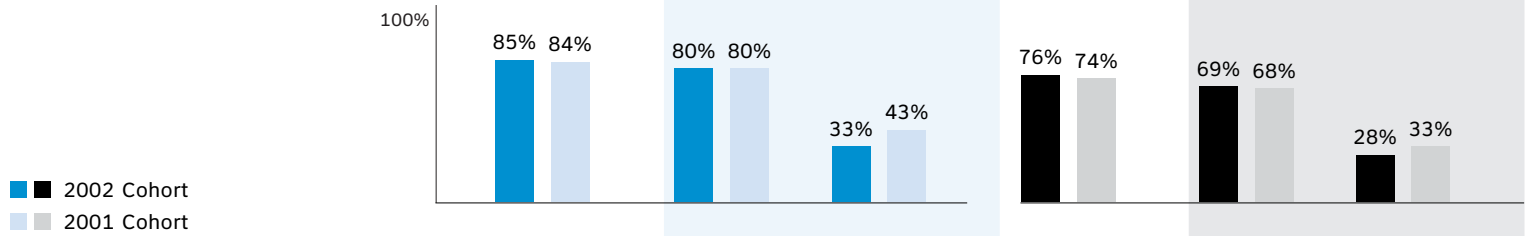
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>426</b>	<b>85%</b>	<b>80%</b>	<b>33%</b>	<b>416</b>	<b>84%</b>	<b>80%</b>	<b>43%</b>
Female	202	90%	85%	38%	209	87%	86%	49%
Male	224	80%	75%	29%	207	80%	74%	36%
American Indian or Alaska Native					2	-	-	-
Black or African American	93	80%	70%	22%	99	81%	73%	24%
Hispanic or Latino	90	74%	70%	16%	89	69%	69%	22%
Asian or Native Hawaiian/Other Pacific Islander	17	88%	88%	53%	8	-	-	-
White	226	90%	87%	43%	218	90%	87%	59%
Small Group Totals					10	100%	100%	50%
General-Education Students	352	94%	91%	40%	342	92%	89%	50%
Students with Disabilities	74	38%	27%	0%	74	47%	41%	7%
English Proficient	404	85%	80%	34%	396	84%	81%	43%
Limited English Proficient	22	73%	73%	5%	20	70%	70%	35%
Economically Disadvantaged	108	74%	67%	9%				
Not Disadvantaged	318	88%	84%	41%				
Migrant								
Not Migrant	426	85%	80%	33%				

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	5	6

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

### This District

Percentage scoring at level(s):

2-4

3-4

4

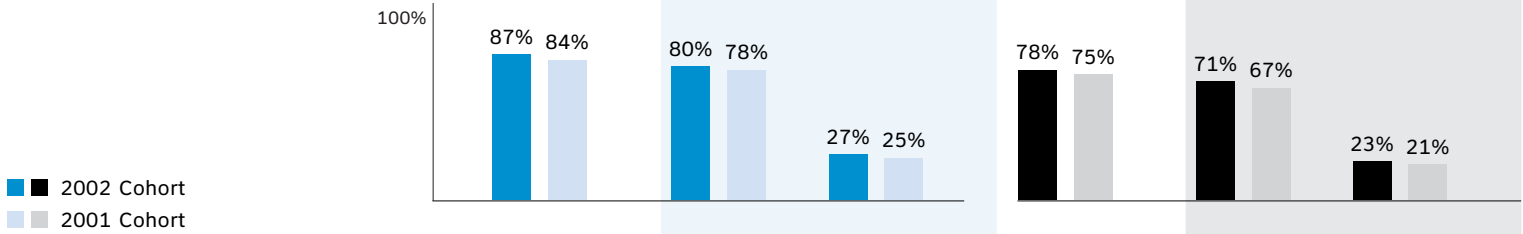
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>426</b>	<b>87%</b>	<b>80%</b>	<b>27%</b>	<b>416</b>	<b>84%</b>	<b>78%</b>	<b>25%</b>
Female	202	91%	85%	26%	209	87%	79%	26%
Male	224	84%	76%	28%	207	81%	77%	24%
American Indian or Alaska Native					2	-	-	-
Black or African American	93	81%	70%	14%	99	82%	72%	11%
Hispanic or Latino	90	81%	69%	20%	89	71%	65%	12%
Asian or Native Hawaiian/Other Pacific Islander	17	94%	94%	41%	8	-	-	-
White	226	92%	88%	34%	218	89%	86%	35%
Small Group Totals					10	100%	90%	50%
General-Education Students	352	94%	91%	32%	342	93%	89%	30%
Students with Disabilities	74	55%	28%	4%	74	42%	31%	0%
English Proficient	404	88%	81%	28%	396	84%	79%	25%
Limited English Proficient	22	73%	68%	5%	20	70%	70%	25%
Economically Disadvantaged	108	78%	69%	10%				
Not Disadvantaged	318	90%	84%	33%				
Migrant								
Not Migrant	426	87%	80%	27%				

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	6	5

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

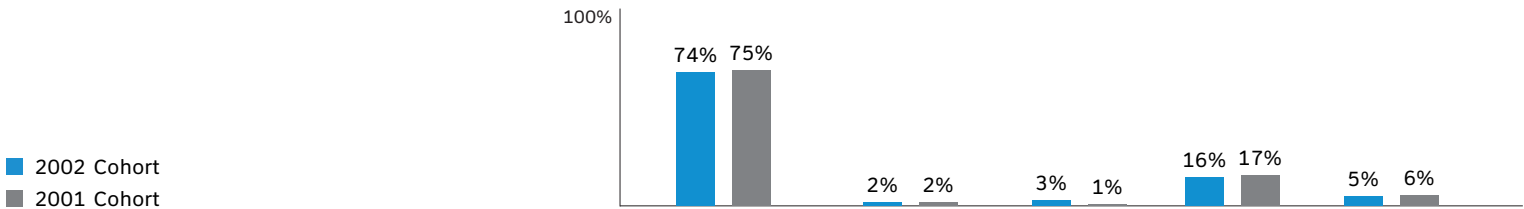
District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

## Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>2002</b>	<b>426</b>	<b>74%</b>	<b>2%</b>	<b>3%</b>	<b>16%</b>	<b>5%</b>
	<b>2001</b>	<b>416</b>	<b>75%</b>	<b>2%</b>	<b>1%</b>	<b>17%</b>	<b>6%</b>
Female	2002	202	80%	1%	1%	14%	4%
	2001	209	81%	1%	1%	11%	5%
Male	2002	224	69%	2%	5%	17%	6%
	2001	207	68%	2%	0%	23%	7%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	2	–	–	–	–	–
Black or African American	2002	93	65%	2%	1%	26%	6%
	2001	99	73%	2%	0%	18%	7%
Hispanic or Latino	2002	90	62%	2%	3%	20%	12%
	2001	89	56%	2%	1%	27%	13%
Asian or Native Hawaiian/Other Pacific Islander	2002	17	88%	0%	0%	6%	6%
	2001	8	–	–	–	–	–
White	2002	226	82%	1%	4%	11%	2%
	2001	218	82%	2%	1%	12%	3%
Small Group Totals							
	2001	10	90%	0%	0%	10%	0%
General-Education Students	2002	352	80%	0%	3%	12%	5%
	2001	342	80%	0%	1%	13%	6%
Students with Disabilities	2002	74	45%	9%	5%	32%	8%
	2001	74	50%	11%	1%	32%	5%
English Proficient	2002	404	75%	2%	3%	15%	5%
	2001	396	76%	2%	1%	16%	5%
Limited English Proficient	2002	22	59%	0%	5%	32%	5%
	2001	20	50%	0%	0%	30%	20%
Economically Disadvantaged	2002	108	56%	3%	6%	27%	8%
	2001	108	56%	3%	6%	27%	8%
Not Disadvantaged	2002	318	80%	1%	3%	12%	4%
	2001	318	80%	1%	3%	12%	4%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	426	74%	2%	3%	16%	5%
	2001	426	75%	2%	1%	17%	6%

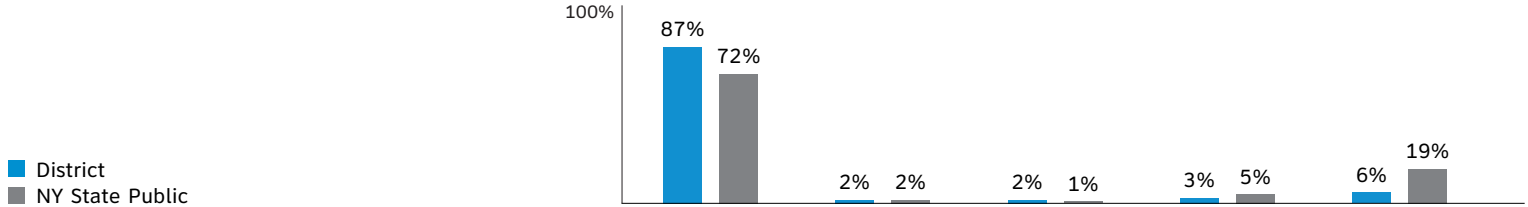
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District **BAY SHORE UNION FREE SCHOOL DISTRICT**

## Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>407</b>	<b>87%</b>	<b>2%</b>	<b>2%</b>	<b>3%</b>	<b>6%</b>
Female	205	90%	1%	1%	2%	5%
Male	202	84%	2%	2%	4%	7%
American Indian or Alaska Native	1	–	–	–	–	–
Black or African American	96	88%	2%	1%	2%	7%
Hispanic or Latino	87	75%	2%	2%	7%	14%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	–	–
White	215	92%	2%	2%	2%	3%
Small Group Totals	9	100%	0%	0%	0%	0%
General-Education Students	339	90%	0%	1%	3%	6%
Students with Disabilities	68	72%	12%	4%	4%	7%
English Proficient	389	88%	2%	2%	3%	5%
Limited English Proficient	18	72%	0%	0%	6%	22%
Economically Disadvantaged	93	76%	5%	2%	4%	12%
Not Disadvantaged	314	90%	1%	2%	3%	4%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	407	87%	2%	2%	3%	6%

### NOTES

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