

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-11-03-0000  
 Name: Oceanside Union Free School District  
 Superintendent: Herb R. Brown

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	465	454	455
First	489	456	452
Second	488	492	450
Third	506	481	493
Fourth	479	516	502
Fifth	507	479	528
Sixth	514	504	476
Ungraded Elementary	31	36	25
Seventh	492	504	506
Eighth	496	507	515
Ninth	534	521	482
Tenth	498	498	495
Eleventh	397	471	503
Twelfth	397	392	463
Ungraded Secondary	11	9	24
Total K-12 Enrollment	6304	6320	6369

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	99	1.6%	88	1.4%	115	1.8%
Black (Not Hispanic)	50	0.8%	50	0.8%	58	0.9%
Hispanic	411	6.5%	351	5.6%	392	6.2%
White (Not Hispanic)	5744	91.1%	5831	92.3%	5804	91.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	22	23
Common Branch	22	22	22
English Grade 8	24	25	26
Mathematics Grade 8	25	25	23
Science Grade 8	23	25	26
Social Studies Grade 8	25	24	26
English Grade 10	26	25	25
Mathematics Grade 10	23	21	19
Science Grade 10	18	22	21
Social Studies Grade 10	23	23	22

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

**Student Demographics Used To Determine Similar Schools Group**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	349	5.5%	370	5.9%	211	3.3%
<b>Eligible for Free Lunch</b>	213	3.4%	179	2.8%	198	3.1%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.7%		95.6%		93.7%
<b>Student Suspensions</b>	148	2.4%	190	3.0%	272	4.3%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	1.1%	1.5%	1.2%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	487
Total Other Professional Staff	87
Total Paraprofessionals	139
Teaching Out of Certification*	4

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

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	347	285	82%	340	245	72%	403	347	86%
Students with Disabilities	33	10	30%	21	4	19%	32	16	50%
All Students	380	295	78%	361	249	69%	435	363	83%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	302	109	1	1	3	19
Percent	69%	25%	0%	0%	1%	4%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
32	16	3	35

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	9		4		8	0.4%
	Entered GED Program*	0		1		26	1.4%
	Total Noncompleters	9		5		34	1.9%
<b>Students with Disabilities</b>	Dropped Out	0		0		3	1.5%
	Entered GED Program*	0		0		2	1.0%
	Total Noncompleters	0		0		5	2.5%
<b>All Students</b>	Dropped Out	9	0.5%	4	0.2%	11	0.6%
	Entered GED Program*	0	0.0%	1	0.1%	28	1.4%
	Total Noncompleters	9	0.5%	5	0.3%	39	2.0%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	471
	Number of Students with Disabilities	0	0	53
	Number of All Students	0	0	524
	Percent of Enrollment	0%	0%	35%
9-12	Number of General-Education Students	14	0	0
	Number of Students with Disabilities	1	0	0
	Number of All Students	15	0	0
	Percent of Enrollment	1%	0%	0%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	363		
Completed and Passed Regents Exams	359	99%	77%
Completed and had Course Average of 75% or More	355	98%	81%
Completed and Attained a HS Diploma or Equivalent	361	99%	96%
Completed and Whose Status is Known	359		
Completed and Were Successfully Placed	348	97%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	2	1%	30%
Underrepresented Gender Members Who Completed	3	3%	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	47	94%	55	98%	33	88%
German	0	0%	0	0%	0	0%
Italian	99	93%	103	97%	131	94%
Latin	0	0%	0	0%	0	0%
Spanish	249	94%	303	98%	285	92%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	5	80%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	10	60%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	7	43%	2	#
Science	0	0%	1	#	1	#
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	4	#	13	69%
Science	0	0%	6	33%	5	80%
Reading	0	0%	3	#	1	#
Writing	0	0%	1	#	5	100%
Global Studies	0	0%	14	50%	11	82%
U.S. Hist & Gov't	0	0%	3	#	8	50%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	372	445	466	24	34	43
Number Scoring 55-100	350	430	459	17	28	40
Number Scoring 65-100	329	416	452	12	22	37
Number Scoring 85-100	141	206	208	2	4	4
Percentage of Tested Scoring 55-100	94%	97%	98%	71%	82%	93%
Percentage of Tested Scoring 65-100	88%	93%	97%	50%	65%	86%
Percentage of Tested Scoring 85-100	38%	46%	45%	8%	12%	9%
<b>Mathematics A</b>						
Number Tested	4	459	448	0	38	34
Number Scoring 55-100	#	421	444	0	27	32
Number Scoring 65-100	#	385	436	0	24	27
Number Scoring 85-100	#	115	215	0	2	10
Percentage of Tested Scoring 55-100	#	92%	99%	0%	71%	94%
Percentage of Tested Scoring 65-100	#	84%	97%	0%	63%	79%
Percentage of Tested Scoring 85-100	#	25%	48%	0%	5%	29%
<b>Mathematics B</b>						
Number Tested	0	0	221	0	0	2
Number Scoring 55-100	0	0	207	0	0	#
Number Scoring 65-100	0	0	191	0	0	#
Number Scoring 85-100	0	0	78	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	94%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	86%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	35%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	477	504	480	36	49	46
Number Scoring 55-100	467	480	461	32	40	42
Number Scoring 65-100	431	455	433	24	35	32
Number Scoring 85-100	162	233	234	2	8	6
Percentage of Tested Scoring 55-100	98%	95%	96%	89%	82%	91%
Percentage of Tested Scoring 65-100	90%	90%	90%	67%	71%	70%
Percentage of Tested Scoring 85-100	34%	46%	49%	6%	16%	13%
<b>U.S. History and Government</b>						
Number Tested	394	456	491	23	34	49
Number Scoring 55-100	377	450	477	20	33	44
Number Scoring 65-100	337	434	452	16	29	39
Number Scoring 85-100	124	255	268	3	5	10
Percentage of Tested Scoring 55-100	96%	99%	97%	87%	97%	90%
Percentage of Tested Scoring 65-100	86%	95%	92%	70%	85%	80%
Percentage of Tested Scoring 85-100	31%	56%	55%	13%	15%	20%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	488	503	480	55	16	46
Number Scoring 55-100	477	491	461	48	15	37
Number Scoring 65-100	459	460	438	36	10	30
Number Scoring 85-100	147	191	161	4	1	1
Percentage of Tested Scoring 55-100	98%	98%	96%	87%	94%	80%
Percentage of Tested Scoring 65-100	94%	91%	91%	65%	62%	65%
Percentage of Tested Scoring 85-100	30%	38%	34%	7%	6%	2%
<b>Physical Setting/Earth Science</b>						
Number Tested	486	466	479	33	43	43
Number Scoring 55-100	472	445	444	28	36	34
Number Scoring 65-100	452	430	398	24	32	24
Number Scoring 85-100	254	244	175	5	9	5
Percentage of Tested Scoring 55-100	97%	95%	93%	85%	84%	79%
Percentage of Tested Scoring 65-100	93%	92%	83%	73%	74%	56%
Percentage of Tested Scoring 85-100	52%	52%	37%	15%	21%	12%
<b>Physical Setting/Chemistry</b>						
Number Tested	269	400	377	4	12	14
Number Scoring 55-100	261	374	352	#	10	13
Number Scoring 65-100	220	301	265	#	4	7
Number Scoring 85-100	69	68	55	#	0	2
Percentage of Tested Scoring 55-100	97%	94%	93%	#	83%	93%
Percentage of Tested Scoring 65-100	82%	75%	70%	#	33%	50%
Percentage of Tested Scoring 85-100	26%	17%	15%	#	0%	14%
<b>Physical Setting/Physics</b>						
Number Tested			108			1
Number Scoring 55-100			104			#
Number Scoring 65-100			93			#
Number Scoring 85-100			33			#
Percentage of Tested Scoring 55-100			96%			#
Percentage of Tested Scoring 65-100			86%			#
Percentage of Tested Scoring 85-100			31%			#

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	43	21	38	0	0	0
Number Scoring 55-100	43	21	38	0	0	0
Number Scoring 65-100	42	21	38	0	0	0
Number Scoring 85-100	21	14	22	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	49%	67%	58%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	78	83	84	0	1	0
Number Scoring 55-100	78	82	84	0	#	0
Number Scoring 65-100	78	80	84	0	#	0
Number Scoring 85-100	39	37	62	0	#	0
Percentage of Tested Scoring 55-100	100%	99%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	96%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	50%	45%	74%	0%	#	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	3	0	4	1	0	0
Number Scoring 55-100	#	0	#	#	0	0
Number Scoring 65-100	#	0	#	#	0	0
Number Scoring 85-100	#	0	#	#	0	0
Percentage of Tested Scoring 55-100	#	0%	#	#	0%	0%
Percentage of Tested Scoring 65-100	#	0%	#	#	0%	0%
Percentage of Tested Scoring 85-100	#	0%	#	#	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	241	263	220	3	2	4
Number Scoring 55-100	237	262	217	#	#	#
Number Scoring 65-100	233	259	213	#	#	#
Number Scoring 85-100	182	185	142	#	#	#
Percentage of Tested Scoring 55-100	98%	100%	99%	#	#	#
Percentage of Tested Scoring 65-100	97%	98%	97%	#	#	#
Percentage of Tested Scoring 85-100	76%	70%	65%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form - H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	280	370	36	4	8	1
Number Scoring 55-100	275	316	26	#	4	#
Number Scoring 65-100	264	288	21	#	4	#
Number Scoring 85-100	172	115	2	#	0	#
Percentage of Tested Scoring 55-100	98%	85%	72%	#	50%	#
Percentage of Tested Scoring 65-100	94%	78%	58%	#	50%	#
Percentage of Tested Scoring 85-100	61%	31%	6%	#	0%	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	13	100%	85	91%	63	95%
Students with Disabilities	3	#	13	62%	9	100%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	494	1%	4%	52%	44%
	Students with Disabilities	37	14%	14%	68%	5%
	All Students	531	2%	4%	53%	41%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	460	1%	21%	54%	24%
	Students with Disabilities	48	2%	58%	40%	0%
	All Students	508	1%	25%	53%	22%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

## 2000 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	414	414	414	46	46	46	460	460	460
Number Scoring 55–64	15	10	7	7	2	6	22	12	13
Number Scoring 65–84	222	143	159	25	26	26	247	169	185
Number Scoring 85–100	167	249	245	2	6	6	169	255	251
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			65			4
Beginning (0-18)			1			#
Intermediate (19-31)			13			#
Advanced (32-36)			32			#
Proficient (37-39)			19			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			65			4
Beginning (0-14)			16			#
Intermediate (15-24)			15			#
Advanced (25-32)			22			#
Proficient (33-35)			12			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			62			4
Beginning (0-18)			1			#
Intermediate (19-31)			8			#
Advanced (32-36)			21			#
Proficient (37-39)			32			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			62			4
Beginning (0-14)			12			#
Intermediate (15-24)			23			#
Advanced (25-32)			16			#
Proficient (33-35)			11			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			28			3
Beginning (0-18)			0			#
Intermediate (19-31)			3			#
Advanced (32-36)			8			#
Proficient (37-39)			17			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			28			3
Beginning (0-14)			2			#
Intermediate (15-24)			10			#
Advanced (25-32)			12			#
Proficient (33-35)			4			#

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

(Form - K)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			11			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			7			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			11			0
Beginning (0-14)			0			0
Intermediate (15-24)			6			0
Advanced (25-32)			3			0
Proficient (33-35)			2			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			24			0
Beginning (0-18)			3			0
Intermediate (19-31)			7			0
Advanced (32-36)			6			0
Proficient (37-39)			8			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			24			0
Beginning (0-14)			2			0
Intermediate (15-24)			10			0
Advanced (25-32)			11			0
Proficient (33-35)			1			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)