

New York State District Report Card

Comprehensive Information Report

BEDS Code: 58-05-04-03-0000
 Name: Sayville Union Free School District
 Superintendent: Rosemary F. Jones

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	269	234	238
First	273	277	228
Second	287	267	275
Third	272	299	264
Fourth	279	271	296
Fifth	306	288	270
Sixth	274	307	287
Ungraded Elementary	25	0	0
Seventh	310	275	303
Eighth	309	305	272
Ninth	282	294	296
Tenth	251	277	291
Eleventh	242	251	267
Twelfth	250	248	248
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3629	3593	3535

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	96	2.6%	97	2.7%	79	2.2%
Black (Not Hispanic)	31	0.9%	26	0.7%	18	0.5%
Hispanic	50	1.4%	51	1.4%	46	1.3%
White (Not Hispanic)	3452	95.1%	3419	95.2%	3392	96.0%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	24	23	24
Common Branch	23	23	23
English Grade 8	23	23	23
Mathematics Grade 8	25	24	23
Science Grade 8	25	24	25
Social Studies Grade 8	25	25	23
English Grade 10	23	23	22
Mathematics Grade 10	18	19	20
Science Grade 10	22	20	27
Social Studies Grade 10	23	22	25

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

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

Student Demographics Used To Determine Similar Schools Group

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	20	0.6%	22	0.6%	16	0.5%
Eligible for Free Lunch	101	2.8%	95	2.6%	59	1.7%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.8%		95.7%		95.6%
Student Suspensions	70	1.9%	92	2.5%	88	2.5%

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

	2002-03	2003-04	2004-05
Reduced Lunch	1.6%	1.9%	1.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	273
Total Other Professional Staff	32
Total Paraprofessionals	40
Teaching Out of Certification*	0

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	213	210	202
	Regents Diplomas	159	174	188
	% Regents Diplomas	75%	83%	93%
	Regents Diplomas with Advanced Designation**			156
	% Regents Diplomas with Advanced Designation			77%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	31	30	18
	Regents Diplomas	5	10	6
	% Regents Diplomas	16%	33%	33%
	Regents Diplomas with Advanced Designation**			3
	% Regents Diplomas with Advanced Designation			17%
	IEP Diplomas or Local Certificates	1	3	2
All Students	Total Graduates*	244	240	220
	Regents Diplomas	164	184	194
	% Regents Diplomas	67%	77%	88%
	Regents Diplomas with Advanced Designation**			159
	% Regents Diplomas with Advanced Designation			72%
	IEP Diplomas or Local Certificates	1	3	2

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

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

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	144	45	0	1	12	0	0	0
	Percent	71%	22%	0%	0%	6%	0%	0%	0%
Students with Disabilities	Number	4	11	0	0	3	0	0	0
	Percent	22%	61%	0%	0%	17%	0%	0%	0%
All Students	Number	148	56	0	1	15	0	0	0
	Percent	67%	25%	0%	0%	7%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	6		14	1.4%	6	0.6%
	Entered GED Program*	0		1	0.1%	1	0.1%
	Total Noncompleters	6		15	1.5%	7	0.7%
Students with Disabilities	Dropped Out	3		5	3.4%	4	2.6%
	Entered GED Program*	0		1	0.7%	0	0.0%
	Total Noncompleters	3		6	4.1%	4	2.6%
All Students	Dropped Out	9	0.9%	19	1.7%	10	0.9%
	Entered GED Program*	0	0.0%	2	0.2%	1	0.1%
	Total Noncompleters	9	0.9%	21	1.9%	11	1.0%

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

(Form - C)

Career Development and Occupational Studies (CDOS)

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

Grades	2002–03	2003–04	2004–05
K–1	0%	0%	0%
2–3	0%	0%	0%

Students Developing a Career Plan, 4–12

Grades		2002–03	2003–04	2004–05
4–5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6–8	Number of General-Education Students	0	0	460
	Number of Students with Disabilities	0	0	88
	Number of All Students	0	0	548
	Percent of Enrollment	0%	0%	64%
9–12	Number of General-Education Students	893	954	870
	Number of Students with Disabilities	132	116	132
	Number of All Students	1025	1070	1002
	Percent of Enrollment	100%	100%	91%

Career and Technical Education (CTE) Programs

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

Enrollment data are for the 2004–2005 school year; completion data are as of June 2004.

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

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	84	99%	61	100%	41	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	231	96%	213	96%	210	99%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	11	82%	19	63%	27	78%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	10	80%	0	0%
Science	0	0%	10	100%	0	0%
Reading	1	#	1	#	0	0%
Writing	1	#	2	#	0	0%
Global Studies	2	#	5	20%	0	0%
U.S. Hist & Gov't	2	#	0	0%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	26	81%	32	94%	26	88%
Science	23	70%	25	80%	29	93%
Reading	11	91%	11	73%	18	72%
Writing	9	89%	18	72%	20	90%
Global Studies	19	42%	16	75%	12	42%
U.S. Hist & Gov't	6	50%	14	64%	8	50%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	242	298	273	28	21	38
Number Scoring 55-100	226	289	258	21	13	26
Number Scoring 65-100	219	283	251	21	11	21
Number Scoring 85-100	133	197	134	3	3	1
Percentage of Tested Scoring 55-100	93%	97%	95%	75%	62%	68%
Percentage of Tested Scoring 65-100	90%	95%	92%	75%	52%	55%
Percentage of Tested Scoring 85-100	55%	66%	49%	11%	14%	3%
Mathematics A						
Number Tested	273	293	296	33	26	41
Number Scoring 55-100	242	292	291	20	26	37
Number Scoring 65-100	218	284	279	16	23	31
Number Scoring 85-100	49	142	128	0	4	7
Percentage of Tested Scoring 55-100	89%	100%	98%	61%	100%	90%
Percentage of Tested Scoring 65-100	80%	97%	94%	48%	88%	76%
Percentage of Tested Scoring 85-100	18%	48%	43%	0%	15%	17%
Mathematics B						
Number Tested	0	162	203	0	3	9
Number Scoring 55-100	0	154	180	0	#	5
Number Scoring 65-100	0	145	160	0	#	3
Number Scoring 85-100	0	52	39	0	#	0
Percentage of Tested Scoring 55-100	0%	95%	89%	0%	#	56%
Percentage of Tested Scoring 65-100	0%	90%	79%	0%	#	33%
Percentage of Tested Scoring 85-100	0%	32%	19%	0%	#	0%
Global History and Geography						
Number Tested	260	293	320	26	38	35
Number Scoring 55-100	236	267	315	13	26	32
Number Scoring 65-100	220	241	298	11	20	27
Number Scoring 85-100	102	111	138	3	1	6
Percentage of Tested Scoring 55-100	91%	91%	98%	50%	68%	91%
Percentage of Tested Scoring 65-100	85%	82%	93%	42%	53%	77%
Percentage of Tested Scoring 85-100	39%	38%	43%	12%	3%	17%
U.S. History and Government						
Number Tested	250	237	277	31	21	34
Number Scoring 55-100	246	223	256	30	15	23
Number Scoring 65-100	237	204	234	26	7	16
Number Scoring 85-100	144	119	136	7	3	4
Percentage of Tested Scoring 55-100	98%	94%	92%	97%	71%	68%
Percentage of Tested Scoring 65-100	95%	86%	84%	84%	33%	47%
Percentage of Tested Scoring 85-100	58%	50%	49%	23%	14%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	240	258	328	14	16	37
Number Scoring 55-100	240	258	327	14	16	36
Number Scoring 65-100	239	252	317	14	11	28
Number Scoring 85-100	99	138	140	3	1	1
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	97%
Percentage of Tested Scoring 65-100	100%	98%	97%	100%	69%	76%
Percentage of Tested Scoring 85-100	41%	53%	43%	21%	6%	3%
Physical Setting/Earth Science						
Number Tested	259	305	294	26	36	38
Number Scoring 55-100	244	292	281	16	30	32
Number Scoring 65-100	236	270	266	15	22	27
Number Scoring 85-100	104	91	135	4	3	9
Percentage of Tested Scoring 55-100	94%	96%	96%	62%	83%	84%
Percentage of Tested Scoring 65-100	91%	89%	90%	58%	61%	71%
Percentage of Tested Scoring 85-100	40%	30%	46%	15%	8%	24%
Physical Setting/Chemistry						
Number Tested	188	212	205	6	5	5
Number Scoring 55-100	171	199	196	3	5	4
Number Scoring 65-100	141	158	160	2	1	3
Number Scoring 85-100	39	38	42	0	0	0
Percentage of Tested Scoring 55-100	91%	94%	96%	50%	100%	80%
Percentage of Tested Scoring 65-100	75%	75%	78%	33%	20%	60%
Percentage of Tested Scoring 85-100	21%	18%	20%	0%	0%	0%
Physical Setting/Physics						
Number Tested		58	85		0	0
Number Scoring 55-100		58	79		0	0
Number Scoring 65-100		55	75		0	0
Number Scoring 85-100		20	37		0	0
Percentage of Tested Scoring 55-100		100%	93%		0%	0%
Percentage of Tested Scoring 65-100		95%	88%		0%	0%
Percentage of Tested Scoring 85-100		34%	44%		0%	0%

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

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	56	46	65	0	1	0
Number Scoring 55-100	56	46	65	0	#	0
Number Scoring 65-100	55	46	65	0	#	0
Number Scoring 85-100	43	37	35	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	98%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	77%	80%	54%	0%	#	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	114	152	172	2	2	9
Number Scoring 55-100	114	152	171	#	#	9
Number Scoring 65-100	114	151	168	#	#	8
Number Scoring 85-100	84	116	110	#	#	2
Percentage of Tested Scoring 55-100	100%	100%	99%	#	#	100%
Percentage of Tested Scoring 65-100	100%	99%	98%	#	#	89%
Percentage of Tested Scoring 85-100	74%	76%	64%	#	#	22%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	240	1%	0%	37%	62%
	Students with Disabilities	36	25%	6%	58%	11%
	All Students	276	4%	1%	40%	55%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	244	0%	8%	50%	42%
	Students with Disabilities	30	0%	50%	47%	3%
	All Students	274	0%	12%	50%	38%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	222	222	222	31	31	31	253	253	253
Number Scoring 55–64	1	6	3	3	8	7	4	14	10
Number Scoring 65–84	112	88	104	9	4	11	121	92	115
Number Scoring 85–100	100	117	112	2	3	4	102	120	116
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade K–1)						
Number Tested		3	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade K–1)						
Number Tested		3	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 2–4)						
Number Tested		5	7		0	1
Beginning		0	1		0	#
Intermediate		1	1		0	#
Advanced		1	5		0	#
Proficient		3	0		0	#
Reading and Writing (Grade 2–4)						
Number Tested		5	7		0	1
Beginning		2	1		0	#
Intermediate		1	1		0	#
Advanced		1	3		0	#
Proficient		1	2		0	#
Listening and Speaking (Grade 5–6)						
Number Tested		2	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 5–6)						
Number Tested		2	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0

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

(Form – K)

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

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		3	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 7–8)						
Number Tested		3	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 9–12)						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0

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

(Form – L)