

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-05-01-06-0000
 Name: North Shore Central School District
 Superintendent: Ed Melnick

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	201	205	209
First	218	210	214
Second	212	222	215
Third	191	224	225
Fourth	229	189	223
Fifth	202	229	197
Sixth	239	201	227
Ungraded Elementary	18	7	0
Seventh	213	237	199
Eighth	201	211	238
Ninth	177	179	192
Tenth	142	181	180
Eleventh	184	146	188
Twelfth	142	182	144
Ungraded Secondary	0	0	1
Total K-12 Enrollment	2569	2623	2652

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	126	4.9%	127	4.8%	134	5.1%
Black (Not Hispanic)	30	1.2%	29	1.1%	25	0.9%
Hispanic	80	3.1%	81	3.1%	98	3.7%
White (Not Hispanic)	2333	90.8%	2386	91.0%	2395	90.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	16	17
Common Branch	18	18	18
English Grade 8	19	21	19
Mathematics Grade 8	20	20	19
Science Grade 8	20	20	19
Social Studies Grade 8	19	21	19
English Grade 10	19	20	23
Mathematics Grade 10	19	19	21
Science Grade 10	14	18	17
Social Studies Grade 10	19	20	19

(Form - A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
NA	NA

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

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	44	1.7%	47	1.8%	56	2.1%
Eligible for Free Lunch	42	1.6%	62	2.4%	55	2.1%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.2%		94.5%		94.6%
Student Suspensions	18	0.7%	18	0.7%	21	0.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.1%	2.3%	2.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	250
Total Other Professional Staff	51
Total Paraprofessionals	94
Teaching Out of Certification*	5

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates 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	120	97	81%	161	126	78%	105	95	90%
Students with Disabilities	12	2	17%	17	9	53%	27	8	30%
All Students	132	99	75%	178	135	76%	132	103	78%

*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	109	21	0	1	1	0
Percent	83%	16%	0%	1%	1%	0%

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)
27	8	1	28

*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.
General-Education Students	Dropped Out	1		5		5	0.8%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	2		5		5	0.8%
Students with Disabilities	Dropped Out	2		0		1	0.7%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	2		0		1	0.7%
All Students	Dropped Out	3	0.5%	5	0.7%	6	0.8%
	Entered GED Program*	1	0.2%	0	0.0%	0	0.0%
	Total Noncompleters	4	0.6%	5	0.7%	6	0.8%

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

(Form - C)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	43	95%	1	#	26	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	36	92%
Latin	34	100%	26	100%	43	98%
Spanish	81	98%	1	#	87	95%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	5	100%	1	#	3	#
Spanish	6	100%	0	0%	4	#

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%	0	0%	0	0%
Science	5	100%	2	#	0	0%
Reading	1	#	1	#	0	0%
Writing	3	#	1	#	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	100%	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	2	#	2	#	2	#
Writing	2	#	1	#	2	#
Global Studies	0	0%	4	#	0	0%
U.S. Hist & Gov't	3	#	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	176	230	187	17	36	24
Number Scoring 55-100	173	224	184	16	30	22
Number Scoring 65-100	166	215	180	12	26	21
Number Scoring 85-100	94	102	123	1	4	6
Percentage of Tested Scoring 55-100	98%	97%	98%	94%	83%	92%
Percentage of Tested Scoring 65-100	94%	93%	96%	71%	72%	88%
Percentage of Tested Scoring 85-100	53%	44%	66%	6%	11%	25%
Mathematics A						
Number Tested	165	358	221	17	56	25
Number Scoring 55-100	164	335	218	16	41	22
Number Scoring 65-100	152	314	213	12	34	21
Number Scoring 85-100	58	170	132	2	7	5
Percentage of Tested Scoring 55-100	99%	94%	99%	94%	73%	88%
Percentage of Tested Scoring 65-100	92%	88%	96%	71%	61%	84%
Percentage of Tested Scoring 85-100	35%	47%	60%	12%	12%	20%
Mathematics B						
Number Tested	0	0	138	0	0	10
Number Scoring 55-100	0	0	129	0	0	7
Number Scoring 65-100	0	0	121	0	0	7
Number Scoring 85-100	0	0	59	0	0	3
Percentage of Tested Scoring 55-100	0%	0%	93%	0%	0%	70%
Percentage of Tested Scoring 65-100	0%	0%	88%	0%	0%	70%
Percentage of Tested Scoring 85-100	0%	0%	43%	0%	0%	30%
Global History and Geography						
Number Tested	143	184	183	28	24	30
Number Scoring 55-100	138	180	170	25	24	29
Number Scoring 65-100	125	174	161	15	23	24
Number Scoring 85-100	54	93	93	3	8	7
Percentage of Tested Scoring 55-100	97%	98%	93%	89%	100%	97%
Percentage of Tested Scoring 65-100	87%	95%	88%	54%	96%	80%
Percentage of Tested Scoring 85-100	38%	51%	51%	11%	33%	23%
U.S. History and Government						
Number Tested	179	149	185	18	30	21
Number Scoring 55-100	172	147	173	16	28	18
Number Scoring 65-100	155	138	162	10	24	17
Number Scoring 85-100	59	67	104	1	7	5
Percentage of Tested Scoring 55-100	96%	99%	94%	89%	93%	86%
Percentage of Tested Scoring 65-100	87%	93%	88%	56%	80%	81%
Percentage of Tested Scoring 85-100	33%	45%	56%	6%	23%	24%

(Form - F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	172	192	196	18	31	23
Number Scoring 55-100	172	191	195	18	31	22
Number Scoring 65-100	172	187	195	18	31	22
Number Scoring 85-100	75	78	120	4	6	3
Percentage of Tested Scoring 55-100	100%	99%	99%	100%	100%	96%
Percentage of Tested Scoring 65-100	100%	97%	99%	100%	100%	96%
Percentage of Tested Scoring 85-100	44%	41%	61%	22%	19%	13%
Physical Setting/Earth Science						
Number Tested	185	189	220	22	0	21
Number Scoring 55-100	181	184	203	22	0	18
Number Scoring 65-100	171	176	190	20	0	17
Number Scoring 85-100	76	94	76	4	0	1
Percentage of Tested Scoring 55-100	98%	97%	92%	100%	0%	86%
Percentage of Tested Scoring 65-100	92%	93%	86%	91%	0%	81%
Percentage of Tested Scoring 85-100	41%	50%	35%	18%	0%	5%
Physical Setting/Chemistry						
Number Tested	117	145	152	12	9	15
Number Scoring 55-100	116	144	150	11	9	14
Number Scoring 65-100	105	135	132	9	7	10
Number Scoring 85-100	23	39	28	1	1	1
Percentage of Tested Scoring 55-100	99%	99%	99%	92%	100%	93%
Percentage of Tested Scoring 65-100	90%	93%	87%	75%	78%	67%
Percentage of Tested Scoring 85-100	20%	27%	18%	8%	11%	7%
Physical Setting/Physics						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			0%

* 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
Comprehensive French						
Number Tested	21	28	29	1	1	0
Number Scoring 55-100	21	26	29	#	#	0
Number Scoring 65-100	21	24	29	#	#	0
Number Scoring 85-100	10	10	18	#	#	0
Percentage of Tested Scoring 55-100	100%	93%	100%	#	#	0%
Percentage of Tested Scoring 65-100	100%	86%	100%	#	#	0%
Percentage of Tested Scoring 85-100	48%	36%	62%	#	#	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	83	72	84	1	1	5
Number Scoring 55-100	83	72	84	#	#	5
Number Scoring 65-100	82	72	83	#	#	5
Number Scoring 85-100	51	53	52	#	#	3
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	99%	100%	99%	#	#	100%
Percentage of Tested Scoring 85-100	61%	74%	62%	#	#	60%
Comprehensive Latin						
Number Tested	9	0	27	0	0	2
Number Scoring 55-100	9	0	27	0	0	#
Number Scoring 65-100	9	0	27	0	0	#
Number Scoring 85-100	6	0	19	0	0	#
Percentage of Tested Scoring 55-100	100%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	0%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	67%	0%	70%	0%	0%	#

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	131	135	2	6	12	0
Number Scoring 55-100	120	126	#	5	10	0
Number Scoring 65-100	113	119	#	4	9	0
Number Scoring 85-100	56	62	#	2	1	0
Percentage of Tested Scoring 55-100	92%	93%	#	83%	83%	0%
Percentage of Tested Scoring 65-100	86%	88%	#	67%	75%	0%
Percentage of Tested Scoring 85-100	43%	46%	#	33%	8%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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
Nov 2003	General-Education Students	171	1%	1%	27%	71%
	Students with Disabilities	25	12%	0%	64%	24%
	All Students	196	2%	1%	32%	65%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	199	0%	19%	64%	17%
	Students with Disabilities	35	0%	46%	54%	0%
	All Students	234	0%	23%	63%	15%

(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
Elementary Level						
Social Studies	7	1	0	2	1	4
Middle Level						
Social Studies	4	0	#	#	#	#
Secondary Level						
English Language Arts	7	0	0	3	1	3
Social Studies	6	1	0	2	0	4
Mathematics	6	1	0	2	0	4
Science	6	1	0	1	3	2

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	109	109	109	32	32	32	141	141	141
Number Scoring 55–64	2	2	0	7	3	4	9	5	4
Number Scoring 65–84	51	44	45	18	18	22	69	62	67
Number Scoring 85–100	49	61	62	4	7	2	53	68	64
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
Listening and Speaking (Grade K-1)						
Number Tested			21			0
Beginning (0-18)			1			0
Intermediate (19-31)			0			0
Advanced (32-36)			12			0
Proficient (37-39)			8			0
Reading and Writing (Grade K-1)						
Number Tested			21			0
Beginning (0-14)			4			0
Intermediate (15-24)			2			0
Advanced (25-32)			8			0
Proficient (33-35)			7			0
Listening and Speaking (Grade 2-4)						
Number Tested			17			1
Beginning (0-18)			3			#
Intermediate (19-31)			3			#
Advanced (32-36)			4			#
Proficient (37-39)			7			#
Reading and Writing (Grade 2-4)						
Number Tested			17			1
Beginning (0-14)			4			#
Intermediate (15-24)			5			#
Advanced (25-32)			4			#
Proficient (33-35)			4			#
Listening and Speaking (Grade 5-6)						
Number Tested			7			0
Beginning (0-18)			1			0
Intermediate (19-31)			0			0
Advanced (32-36)			1			0
Proficient (37-39)			5			0
Reading and Writing (Grade 5-6)						
Number Tested			7			0
Beginning (0-14)			1			0
Intermediate (15-24)			1			0
Advanced (25-32)			3			0
Proficient (33-35)			2			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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			10			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			4			0
Proficient (37-39)			4			0
Reading and Writing (Grade 9-12)						
Number Tested			10			0
Beginning (0-14)			0			0
Intermediate (15-24)			1			0
Advanced (25-32)			7			0
Proficient (33-35)			2			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)