

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-05-06-06-0000
 Name: Oyster Bay-East Norwich Central School District
 Superintendent: Phyllis Harrington

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	18	15	34
Kindergarten	111	135	116
First	110	116	138
Second	107	109	124
Third	105	108	120
Fourth	136	108	116
Fifth	98	140	108
Sixth	118	92	140
Ungraded Elementary	10	7	0
Seventh	118	116	88
Eighth	111	117	125
Ninth	112	118	120
Tenth	103	116	123
Eleventh	109	108	116
Twelfth	110	97	101
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1458	1487	1535

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	60	4.1%	62	4.2%	72	4.7%
Black (Not Hispanic)	68	4.7%	66	4.4%	69	4.5%
Hispanic	173	11.9%	183	12.3%	188	12.2%
White (Not Hispanic)	1157	79.4%	1176	79.1%	1206	78.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	22	23
Common Branch	21	22	23
English Grade 8	22	24	24
Mathematics Grade 8	23	20	21
Science Grade 8	22	20	24
Social Studies Grade 8	22	25	23
English Grade 10	21	22	20
Mathematics Grade 10	19	15	19
Science Grade 10	16	19	20
Social Studies Grade 10	18	22	24

(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	74	5.0%	80	5.3%	149	9.5%
Eligible for Free Lunch	101	6.9%	188	12.6%	112	7.3%

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		94.7%		95.1%		95.2%
Student Suspensions	29	2.0%	39	2.7%	32	2.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.3%	3.0%	2.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	148
Total Other Professional Staff	30
Total Paraprofessionals	36
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 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	89	66	74%	88	79	90%	75	68	91%
Students with Disabilities	19	5	26%	7	3	43%	20	14	70%
All Students	108	71	66%	95	82	86%	95	82	86%

*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	74	17	1	1	0	2
Percent	78%	18%	1%	1%	0%	2%

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)
20	14	1	21

*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	6		6		2	0.5%
	Entered GED Program*	2		4		1	0.3%
	Total Noncompleters	8		10		3	0.8%
Students with Disabilities	Dropped Out	2		0		4	5.1%
	Entered GED Program*	1		3		0	0.0%
	Total Noncompleters	3		3		4	5.1%
All Students	Dropped Out	8	1.8%	6	1.4%	6	1.3%
	Entered GED Program*	3	0.7%	7	1.6%	1	0.2%
	Total Noncompleters	11	2.5%	13	3.0%	7	1.5%

*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	177
	Number of Students with Disabilities	0	0	25
	Number of All Students	0	0	202
	Percent of Enrollment	0%	0%	57%
9-12	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%

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 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	30	100%	0	0%	45	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	61	95%	0	0%	55	91%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	0	0%	6	67%

Regents Competency Tests

General-Education Students

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

Students with Disabilities

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

(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	95	97	109	10	17	13
Number Scoring 55-100	92	92	107	7	15	12
Number Scoring 65-100	92	84	107	7	13	12
Number Scoring 85-100	65	45	66	2	1	1
Percentage of Tested Scoring 55-100	97%	95%	98%	70%	88%	92%
Percentage of Tested Scoring 65-100	97%	87%	98%	70%	76%	92%
Percentage of Tested Scoring 85-100	68%	46%	61%	20%	6%	8%
Mathematics A						
Number Tested	0	116	114	0	12	11
Number Scoring 55-100	0	104	106	0	11	8
Number Scoring 65-100	0	101	99	0	10	6
Number Scoring 85-100	0	33	46	0	1	1
Percentage of Tested Scoring 55-100	0%	90%	93%	0%	92%	73%
Percentage of Tested Scoring 65-100	0%	87%	87%	0%	83%	55%
Percentage of Tested Scoring 85-100	0%	28%	40%	0%	8%	9%
Mathematics B						
Number Tested	0	0	82	0	0	7
Number Scoring 55-100	0	0	75	0	0	6
Number Scoring 65-100	0	0	64	0	0	5
Number Scoring 85-100	0	0	19	0	0	4
Percentage of Tested Scoring 55-100	0%	0%	91%	0%	0%	86%
Percentage of Tested Scoring 65-100	0%	0%	78%	0%	0%	71%
Percentage of Tested Scoring 85-100	0%	0%	23%	0%	0%	57%
Global History and Geography						
Number Tested	88	108	117	16	12	12
Number Scoring 55-100	88	104	113	16	10	11
Number Scoring 65-100	88	103	113	16	10	11
Number Scoring 85-100	34	70	70	4	3	2
Percentage of Tested Scoring 55-100	100%	96%	97%	100%	83%	92%
Percentage of Tested Scoring 65-100	100%	95%	97%	100%	83%	92%
Percentage of Tested Scoring 85-100	39%	65%	60%	25%	25%	17%
U.S. History and Government						
Number Tested	97	96	106	11	16	13
Number Scoring 55-100	96	92	101	10	15	12
Number Scoring 65-100	91	89	100	9	15	12
Number Scoring 85-100	34	45	54	0	5	1
Percentage of Tested Scoring 55-100	99%	96%	95%	91%	94%	92%
Percentage of Tested Scoring 65-100	94%	93%	94%	82%	94%	92%
Percentage of Tested Scoring 85-100	35%	47%	51%	0%	31%	8%

(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	149	122	129	24	8	18
Number Scoring 55-100	148	117	123	24	7	13
Number Scoring 65-100	144	112	122	23	6	13
Number Scoring 85-100	46	30	50	1	0	1
Percentage of Tested Scoring 55-100	99%	96%	95%	100%	88%	72%
Percentage of Tested Scoring 65-100	97%	92%	95%	96%	75%	72%
Percentage of Tested Scoring 85-100	31%	25%	39%	4%	0%	6%
Physical Setting/Earth Science						
Number Tested	38	94	125	0	12	11
Number Scoring 55-100	38	93	117	0	12	8
Number Scoring 65-100	38	93	113	0	12	7
Number Scoring 85-100	32	59	57	0	3	0
Percentage of Tested Scoring 55-100	100%	99%	94%	0%	100%	73%
Percentage of Tested Scoring 65-100	100%	99%	90%	0%	100%	64%
Percentage of Tested Scoring 85-100	84%	63%	46%	0%	25%	0%
Physical Setting/Chemistry						
Number Tested	60	79	71	3	6	5
Number Scoring 55-100	58	78	71	#	6	5
Number Scoring 65-100	42	73	71	#	6	5
Number Scoring 85-100	6	19	14	#	1	0
Percentage of Tested Scoring 55-100	97%	99%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	70%	92%	100%	#	100%	100%
Percentage of Tested Scoring 85-100	10%	24%	20%	#	17%	0%
Physical Setting/Physics						
Number Tested			36			4
Number Scoring 55-100			35			#
Number Scoring 65-100			33			#
Number Scoring 85-100			12			#
Percentage of Tested Scoring 55-100			97%			#
Percentage of Tested Scoring 65-100			92%			#
Percentage of Tested Scoring 85-100			33%			#

* 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	12	41	25	0	0	0
Number Scoring 55-100	12	41	25	0	0	0
Number Scoring 65-100	12	41	25	0	0	0
Number Scoring 85-100	1	20	19	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	8%	49%	76%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	1	0	0	0
Number Scoring 55-100	0	0	#	0	0	0
Number Scoring 65-100	0	0	#	0	0	0
Number Scoring 85-100	0	0	#	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	#	0%	0%	0%
Comprehensive 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	52	63	63	0	0	3
Number Scoring 55-100	52	62	63	0	0	#
Number Scoring 65-100	52	62	62	0	0	#
Number Scoring 85-100	42	32	42	0	0	#
Percentage of Tested Scoring 55-100	100%	98%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	98%	98%	0%	0%	#
Percentage of Tested Scoring 85-100	81%	51%	67%	0%	0%	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form - H)

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	67	89	0	0	6	0
Number Scoring 55-100	56	77	0	0	5	0
Number Scoring 65-100	53	67	0	0	3	0
Number Scoring 85-100	25	29	0	0	0	0
Percentage of Tested Scoring 55-100	84%	87%	0%	0%	83%	0%
Percentage of Tested Scoring 65-100	79%	75%	0%	0%	50%	0%
Percentage of Tested Scoring 85-100	37%	33%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	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	93	4%	1%	28%	67%
	Students with Disabilities	15	20%	7%	67%	7%
	All Students	108	6%	2%	33%	58%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	108	0%	18%	42%	41%
	Students with Disabilities	16	6%	56%	38%	0%
	All Students	124	1%	23%	41%	35%

(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	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

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	76	76	76	18	18	18	94	94	94
Number Scoring 55–64	0	1	0	0	0	0	0	1	0
Number Scoring 65–84	34	33	35	12	11	13	46	44	48
Number Scoring 85–100	31	37	37	3	5	2	34	42	39
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			22			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			7			0
Proficient (37-39)			14			0
Reading and Writing (Grade K-1)						
Number Tested			22			0
Beginning (0-14)			0			0
Intermediate (15-24)			6			0
Advanced (25-32)			13			0
Proficient (33-35)			3			0
Listening and Speaking (Grade 2-4)						
Number Tested			30			3
Beginning (0-18)			0			#
Intermediate (19-31)			5			#
Advanced (32-36)			6			#
Proficient (37-39)			19			#
Reading and Writing (Grade 2-4)						
Number Tested			30			3
Beginning (0-14)			4			#
Intermediate (15-24)			10			#
Advanced (25-32)			16			#
Proficient (33-35)			0			#
Listening and Speaking (Grade 5-6)						
Number Tested			12			4
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			1			#
Proficient (37-39)			11			#
Reading and Writing (Grade 5-6)						
Number Tested			12			4
Beginning (0-14)			0			#
Intermediate (15-24)			2			#
Advanced (25-32)			10			#
Proficient (33-35)			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			3			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			3			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			19			1
Beginning (0-18)			1			#
Intermediate (19-31)			5			#
Advanced (32-36)			7			#
Proficient (37-39)			6			#
Reading and Writing (Grade 9-12)						
Number Tested			19			1
Beginning (0-14)			2			#
Intermediate (15-24)			6			#
Advanced (25-32)			8			#
Proficient (33-35)			3			#

*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)