

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-05-01-03-0000  
 Name: Bay Shore Union Free School District  
 Superintendent: Evelyn Blose Holman

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	394	402	398
First	443	400	402
Second	402	427	385
Third	419	406	425
Fourth	427	418	417
Fifth	419	435	405
Sixth	467	450	463
Ungraded Elementary	89	77	99
Seventh	425	481	466
Eighth	416	405	471
Ninth	481	509	490
Tenth	369	412	431
Eleventh	367	324	365
Twelfth	297	363	329
Ungraded Secondary	144	215	152
Total K-12 Enrollment	5559	5724	5698

## 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	156	2.8%	168	2.9%	167	2.9%
Black (Not Hispanic)	1199	21.6%	1211	21.2%	1191	20.9%
Hispanic	1245	22.4%	1353	23.6%	1390	24.4%
White (Not Hispanic)	2959	53.2%	2992	52.3%	2950	51.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	20	20
Common Branch	22	22	22
English Grade 8	21	22	19
Mathematics Grade 8	20	20	21
Science Grade 8	24	23	24
Social Studies Grade 8	24	23	25
English Grade 10	23	23	27
Mathematics Grade 10	20	21	23
Science Grade 10	22	23	22
Social Studies Grade 10	21	23	26

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average 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>	220	4.0%	277	4.8%	312	5.5%
<b>Eligible for Free Lunch</b>	1472	26.5%	1509	26.4%	1590	27.9%

**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>		94.3%		94.5%		94.1%
<b>Student Suspensions</b>	333	6.1%	403	7.3%	416	7.3%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	7.7%	9.4%	9.3%
<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	418
Total Other Professional Staff	97
Total Paraprofessionals	188
Teaching Out of Certification*	2

\*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	251	147	59%	306	185	60%	294	184	63%
Students with Disabilities	36	5	14%	39	6	15%	43	4	9%
All Students	287	152	53%	345	191	55%	337	188	56%

\*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	159	150	6	10	12	0
Percent	47%	45%	2%	3%	4%	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)
43	4	7	50

\*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	34		37		22	1.5%
	Entered GED Program*	5		16		7	0.5%
	Total Noncompleters	39		53		29	2.0%
Students with Disabilities	Dropped Out	11		5		5	1.7%
	Entered GED Program*	1		6		5	1.7%
	Total Noncompleters	12		11		10	3.3%
All Students	Dropped Out	45	2.8%	42	2.5%	27	1.5%
	Entered GED Program*	6	0.4%	22	1.3%	12	0.7%
	Total Noncompleters	51	3.2%	64	3.7%	39	2.2%

\*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	27%	0%	30%
2-3	16%	0%	37%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	725
	Number of Students with Disabilities	0	0	98
	Number of All Students	0	0	823
	Percent of Enrollment	0%	0%	97%
6-8	Number of General-Education Students	0	0	1296
	Number of Students with Disabilities	0	0	171
	Number of All Students	0	0	1467
	Percent of Enrollment	0%	0%	100%
9-12	Number of General-Education Students	0	1381	1478
	Number of Students with Disabilities	0	227	246
	Number of All Students	0	1608	1724
	Percent of Enrollment	0%	92%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	143		
Completed and Passed Regents Exams	143	100%	77%
Completed and had Course Average of 75% or More	143	100%	81%
Completed and Attained a HS Diploma or Equivalent	143	100%	96%
Completed and Whose Status is Known	143		
Completed and Were Successfully Placed	143	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			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	78	88%	51	100%	68	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	41	93%	42	100%	44	95%
Spanish	195	93%	180	99%	258	93%

## 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%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	0	0%	7	86%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	7	57%	9	56%
Science	8	50%	5	20%	7	57%
Reading	0	0%	1	#	2	#
Writing	1	#	1	#	1	#
Global Studies	2	#	1	#	4	#
U.S. Hist & Gov't	2	#	1	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	48	63%	108	60%	84	61%
Science	50	62%	82	44%	79	70%
Reading	25	64%	42	83%	22	41%
Writing	17	76%	40	88%	24	88%
Global Studies	7	43%	47	36%	35	29%
U.S. Hist & Gov't	10	80%	29	52%	26	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	376	372	410	48	57	56
Number Scoring 55-100	349	327	377	27	27	35
Number Scoring 65-100	325	307	343	20	22	26
Number Scoring 85-100	149	154	187	3	2	6
Percentage of Tested Scoring 55-100	93%	88%	92%	56%	47%	62%
Percentage of Tested Scoring 65-100	86%	83%	84%	42%	39%	46%
Percentage of Tested Scoring 85-100	40%	41%	46%	6%	4%	11%
<b>Mathematics A</b>						
Number Tested	121	456	483	39	74	74
Number Scoring 55-100	50	327	449	4	25	49
Number Scoring 65-100	32	281	391	1	16	25
Number Scoring 85-100	1	76	111	0	1	2
Percentage of Tested Scoring 55-100	41%	72%	93%	10%	34%	66%
Percentage of Tested Scoring 65-100	26%	62%	81%	3%	22%	34%
Percentage of Tested Scoring 85-100	1%	17%	23%	0%	1%	3%
<b>Mathematics B</b>						
Number Tested	0	0	189	0	0	3
Number Scoring 55-100	0	0	171	0	0	#
Number Scoring 65-100	0	0	145	0	0	#
Number Scoring 85-100	0	0	55	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	90%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	77%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	29%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	381	452	475	51	73	79
Number Scoring 55-100	357	394	410	38	44	44
Number Scoring 65-100	299	351	357	23	31	28
Number Scoring 85-100	67	109	118	2	4	1
Percentage of Tested Scoring 55-100	94%	87%	86%	75%	60%	56%
Percentage of Tested Scoring 65-100	78%	78%	75%	45%	42%	35%
Percentage of Tested Scoring 85-100	18%	24%	25%	4%	5%	1%
<b>U.S. History and Government</b>						
Number Tested	391	401	379	52	61	54
Number Scoring 55-100	363	372	338	39	40	31
Number Scoring 65-100	320	342	307	29	31	25
Number Scoring 85-100	94	127	139	3	6	5
Percentage of Tested Scoring 55-100	93%	93%	89%	75%	66%	57%
Percentage of Tested Scoring 65-100	82%	85%	81%	56%	51%	46%
Percentage of Tested Scoring 85-100	24%	32%	37%	6%	10%	9%

(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	355	401	445	42	53	70
Number Scoring 55-100	345	374	420	36	37	53
Number Scoring 65-100	328	338	374	25	26	29
Number Scoring 85-100	78	103	100	1	3	2
Percentage of Tested Scoring 55-100	97%	93%	94%	86%	70%	76%
Percentage of Tested Scoring 65-100	92%	84%	84%	60%	49%	41%
Percentage of Tested Scoring 85-100	22%	26%	22%	2%	6%	3%
<b>Physical Setting/Earth Science</b>						
Number Tested	339	322	395	13	18	41
Number Scoring 55-100	332	312	352	11	13	30
Number Scoring 65-100	319	303	312	10	11	24
Number Scoring 85-100	101	131	94	0	1	1
Percentage of Tested Scoring 55-100	98%	97%	89%	85%	72%	73%
Percentage of Tested Scoring 65-100	94%	94%	79%	77%	61%	59%
Percentage of Tested Scoring 85-100	30%	41%	24%	0%	6%	2%
<b>Physical Setting/Chemistry</b>						
Number Tested	230	240	263	6	8	3
Number Scoring 55-100	223	231	251	6	6	#
Number Scoring 65-100	166	178	204	3	4	#
Number Scoring 85-100	10	20	30	0	0	#
Percentage of Tested Scoring 55-100	97%	96%	95%	100%	75%	#
Percentage of Tested Scoring 65-100	72%	74%	78%	50%	50%	#
Percentage of Tested Scoring 85-100	4%	8%	11%	0%	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			111			0
Number Scoring 55-100			109			0
Number Scoring 65-100			97			0
Number Scoring 85-100			14			0
Percentage of Tested Scoring 55-100			98%			0%
Percentage of Tested Scoring 65-100			87%			0%
Percentage of Tested Scoring 85-100			13%			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
<b>Comprehensive French</b>						
Number Tested	46	50	60	3	1	0
Number Scoring 55-100	43	50	60	#	#	0
Number Scoring 65-100	38	50	59	#	#	0
Number Scoring 85-100	13	22	31	#	#	0
Percentage of Tested Scoring 55-100	93%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	83%	100%	98%	#	#	0%
Percentage of Tested Scoring 85-100	28%	44%	52%	#	#	0%
<b>Comprehensive Italian</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 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	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 Spanish</b>						
Number Tested	127	210	193	3	7	2
Number Scoring 55-100	124	205	190	#	7	#
Number Scoring 65-100	118	202	183	#	7	#
Number Scoring 85-100	64	152	107	#	5	#
Percentage of Tested Scoring 55-100	98%	98%	98%	#	100%	#
Percentage of Tested Scoring 65-100	93%	96%	95%	#	100%	#
Percentage of Tested Scoring 85-100	50%	72%	55%	#	71%	#
<b>Comprehensive Latin</b>						
Number Tested	29	35	24	1	1	1
Number Scoring 55-100	29	35	24	#	#	#
Number Scoring 65-100	29	33	24	#	#	#
Number Scoring 85-100	17	14	17	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	94%	100%	#	#	#
Percentage of Tested Scoring 85-100	59%	40%	71%	#	#	#

(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	217	220	39	5	4	3
Number Scoring 55-100	206	188	24	4	#	#
Number Scoring 65-100	199	179	20	4	#	#
Number Scoring 85-100	91	75	0	2	#	#
Percentage of Tested Scoring 55-100	95%	85%	62%	80%	#	#
Percentage of Tested Scoring 65-100	92%	81%	51%	80%	#	#
Percentage of Tested Scoring 85-100	42%	34%	0%	40%	#	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	94	100%	103	91%	105	92%
Students with Disabilities	31	94%	41	66%	31	61%

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	375	7%	10%	56%	27%
	Students with Disabilities	45	31%	27%	38%	4%
	All Students	420	10%	11%	54%	25%

## 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	444	2%	39%	49%	11%
	Students with Disabilities	52	2%	60%	37%	2%
	All Students	496	2%	41%	47%	10%

(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	3	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	6	0	0	0	0	6
<b>Secondary Level</b>						
English Language Arts	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	4	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	298	298	298	49	49	49	347	347	347
Number Scoring 55–64	7	4	2	5	7	9	12	11	11
Number Scoring 65–84	203	159	188	27	13	19	230	172	207
Number Scoring 85–100	67	114	93	3	5	5	70	119	98
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			110			1
Beginning (0-18)			10			#
Intermediate (19-31)			15			#
Advanced (32-36)			40			#
Proficient (37-39)			45			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			110			1
Beginning (0-14)			30			#
Intermediate (15-24)			17			#
Advanced (25-32)			33			#
Proficient (33-35)			30			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			78			1
Beginning (0-18)			5			#
Intermediate (19-31)			6			#
Advanced (32-36)			16			#
Proficient (37-39)			51			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			78			1
Beginning (0-14)			9			#
Intermediate (15-24)			33			#
Advanced (25-32)			23			#
Proficient (33-35)			13			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			41			1
Beginning (0-18)			3			#
Intermediate (19-31)			6			#
Advanced (32-36)			5			#
Proficient (37-39)			27			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			41			1
Beginning (0-14)			2			#
Intermediate (15-24)			14			#
Advanced (25-32)			22			#
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 - 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			31			0
Beginning (0-18)			4			0
Intermediate (19-31)			8			0
Advanced (32-36)			11			0
Proficient (37-39)			8			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			31			0
Beginning (0-14)			2			0
Intermediate (15-24)			20			0
Advanced (25-32)			7			0
Proficient (33-35)			2			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			63			0
Beginning (0-18)			4			0
Intermediate (19-31)			17			0
Advanced (32-36)			17			0
Proficient (37-39)			25			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			63			0
Beginning (0-14)			7			0
Intermediate (15-24)			19			0
Advanced (25-32)			32			0
Proficient (33-35)			5			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)