

# New York State School Report Card Comprehensive Information Report

BEDS Code: 58-05-04-03-0004  
 Name: Sayville High School  
 Principal: Joseph Buderman

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	256	282	294
Tenth	242	251	277
Eleventh	262	242	251
Twelfth	250	250	248
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1010	1025	1070

## 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	36	3.6%	35	3.4%	45	4.2%
Black (Not Hispanic)	11	1.1%	10	1.0%	10	0.9%
Hispanic	27	2.7%	17	1.7%	19	1.8%
White (Not Hispanic)	936	92.7%	963	94.0%	996	93.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	27	26	0
Science Grade 8	26	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	23	23
Mathematics Grade 10	23	18	19
Science Grade 10	25	22	20
Social Studies Grade 10	22	23	22

(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
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

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	9	0.9%	5	0.5%	5	0.5%
Eligible for Free Lunch	23	2.3%	23	2.2%	22	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		95.5%		95.7%		95.1%
Student Suspensions	31	3.2%	64	6.3%	87	8.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.5%	1.9%	2.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	100%	99%

### Staff Counts

Staff	2003-04
Total Teachers	85
Total Other Professional Staff	12
Total Paraprofessionals	NA
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	188	136	72%	213	159	75%	210	174	83%
Students with Disabilities	29	7	24%	31	5	16%	28	10	36%
All Students	217	143	66%	244	164	67%	238	184	77%

\*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	157	70	0	0	11	0
Percent	66%	29%	0%	0%	5%	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)
28	10	2	30

\*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	7		6		14	1.4%
	Entered GED Program*	0		0		1	0.1%
	Total Noncompleters	7		6		15	1.5%
Students with Disabilities	Dropped Out	0		3		5	3.9%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		3		5	3.9%
All Students	Dropped Out	7	0.7%	9	0.9%	19	1.7%
	Entered GED Program*	0	0.0%	0	0.0%	1	0.1%
	Total Noncompleters	7	0.7%	9	0.9%	20	1.8%

\*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)

# 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	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	881	893	954
	Number of Students with Disabilities	129	132	116
	Number of All Students	1010	1025	1070
	Percent of Enrollment	100%	100%	100%

## 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	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	15	67%	25	88%	14	79%

## 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	3	#	11	82%	2	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	2	#	10	80%
Science	3	#	0	0%	10	100%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	2	#
Global Studies	4	#	2	#	5	20%
U.S. Hist & Gov't	3	#	2	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	94%	21	86%	32	94%
Science	18	100%	19	79%	22	77%
Reading	1	#	9	89%	8	63%
Writing	1	#	8	100%	13	69%
Global Studies	7	86%	13	62%	11	64%
U.S. Hist & Gov't	10	90%	4	#	8	88%

(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	238	240	298	26	26	21
Number Scoring 55-100	226	226	289	23	21	13
Number Scoring 65-100	214	219	283	16	21	11
Number Scoring 85-100	125	133	197	1	3	3
Percentage of Tested Scoring 55-100	95%	94%	97%	88%	81%	62%
Percentage of Tested Scoring 65-100	90%	91%	95%	62%	81%	52%
Percentage of Tested Scoring 85-100	53%	55%	66%	4%	12%	14%
<b>Mathematics A</b>						
Number Tested	26	270	293	13	30	26
Number Scoring 55-100	13	242	292	7	20	26
Number Scoring 65-100	7	218	284	5	16	23
Number Scoring 85-100	0	49	142	0	0	4
Percentage of Tested Scoring 55-100	50%	90%	100%	54%	67%	100%
Percentage of Tested Scoring 65-100	27%	81%	97%	38%	53%	88%
Percentage of Tested Scoring 85-100	0%	18%	48%	0%	0%	15%
<b>Mathematics B</b>						
Number Tested	0	0	162	0	0	3
Number Scoring 55-100	0	0	154	0	0	#
Number Scoring 65-100	0	0	145	0	0	#
Number Scoring 85-100	0	0	52	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	95%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	90%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	32%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	238	254	292	22	20	37
Number Scoring 55-100	224	236	266	18	13	25
Number Scoring 65-100	204	220	241	16	11	20
Number Scoring 85-100	76	102	111	0	3	1
Percentage of Tested Scoring 55-100	94%	93%	91%	82%	65%	68%
Percentage of Tested Scoring 65-100	86%	87%	83%	73%	55%	54%
Percentage of Tested Scoring 85-100	32%	40%	38%	0%	15%	3%
<b>U.S. History and Government</b>						
Number Tested	246	248	237	29	29	21
Number Scoring 55-100	223	244	223	21	28	15
Number Scoring 65-100	197	237	204	12	26	7
Number Scoring 85-100	72	144	119	0	7	3
Percentage of Tested Scoring 55-100	91%	98%	94%	72%	97%	71%
Percentage of Tested Scoring 65-100	80%	96%	86%	41%	90%	33%
Percentage of Tested Scoring 85-100	29%	58%	50%	0%	24%	14%

(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	169	166	176	12	12	16
Number Scoring 55-100	167	166	176	12	12	16
Number Scoring 65-100	165	165	170	11	12	11
Number Scoring 85-100	53	41	70	3	3	1
Percentage of Tested Scoring 55-100	99%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	98%	99%	97%	92%	100%	69%
Percentage of Tested Scoring 85-100	31%	25%	40%	25%	25%	6%
<b>Physical Setting/Earth Science</b>						
Number Tested	252	257	303	23	24	34
Number Scoring 55-100	245	244	291	20	16	29
Number Scoring 65-100	232	236	270	16	15	22
Number Scoring 85-100	99	104	91	3	4	3
Percentage of Tested Scoring 55-100	97%	95%	96%	87%	67%	85%
Percentage of Tested Scoring 65-100	92%	92%	89%	70%	62%	65%
Percentage of Tested Scoring 85-100	39%	40%	30%	13%	17%	9%
<b>Physical Setting/Chemistry</b>						
Number Tested	196	188	212	9	6	5
Number Scoring 55-100	179	171	199	4	3	5
Number Scoring 65-100	137	141	158	1	2	1
Number Scoring 85-100	23	39	38	0	0	0
Percentage of Tested Scoring 55-100	91%	91%	94%	44%	50%	100%
Percentage of Tested Scoring 65-100	70%	75%	75%	11%	33%	20%
Percentage of Tested Scoring 85-100	12%	21%	18%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			58			0
Number Scoring 55-100			58			0
Number Scoring 65-100			55			0
Number Scoring 85-100			20			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			95%			0%
Percentage of Tested Scoring 85-100			34%			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	67	56	46	2	0	1
Number Scoring 55-100	67	56	46	#	0	#
Number Scoring 65-100	65	55	46	#	0	#
Number Scoring 85-100	32	43	37	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	97%	98%	100%	#	0%	#
Percentage of Tested Scoring 85-100	48%	77%	80%	#	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	147	114	152	0	2	2
Number Scoring 55-100	145	114	152	0	#	#
Number Scoring 65-100	145	114	151	0	#	#
Number Scoring 85-100	111	84	116	0	#	#
Percentage of Tested Scoring 55-100	99%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	99%	100%	99%	0%	#	#
Percentage of Tested Scoring 85-100	76%	74%	76%	0%	#	#
<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	191	201	32	8	6	0
Number Scoring 55-100	179	182	23	4	6	0
Number Scoring 65-100	166	159	21	2	5	0
Number Scoring 85-100	81	69	4	0	1	0
Percentage of Tested Scoring 55-100	94%	91%	72%	50%	100%	0%
Percentage of Tested Scoring 65-100	87%	79%	66%	25%	83%	0%
Percentage of Tested Scoring 85-100	42%	34%	12%	0%	17%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	12	100%	15	100%	15	100%
Students with Disabilities	3	#	6	100%	3	#

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## 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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	211	211	211	27	27	27	238	238	238
Number Scoring 55–64	12	2	1	4	2	3	16	4	4
Number Scoring 65–84	114	71	79	17	15	16	131	86	95
Number Scoring 85–100	77	131	125	0	7	4	77	138	129
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 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
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 - L)