

# New York State School Report Card Comprehensive Information Report

BEDS Code: 58-09-05-02-0001  
 Name: Hampton Bays Secondary School  
 Principal: Nicholas Dyno

Grade Range : 7-12

## 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	124	150	134
Eighth	128	122	140
Ninth	129	144	150
Tenth	136	125	139
Eleventh	94	126	115
Twelfth	95	82	123
Ungraded Secondary	20	16	0
Total K-12 Enrollment	726	765	801

## 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	3	0.4%	4	0.5%	5	0.6%
Black (Not Hispanic)	14	1.9%	13	1.7%	14	1.7%
Hispanic	146	20.1%	170	22.2%	192	24.0%
White (Not Hispanic)	563	77.5%	578	75.6%	590	73.7%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	18	17
Mathematics Grade 8	21	21	19
Science Grade 8	21	20	17
Social Studies Grade 8	21	20	28
English Grade 10	22	22	23
Mathematics Grade 10	25	21	22
Science Grade 10	10	22	23
Social Studies Grade 10	22	29	19

(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
50	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 middle 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	90	12.4%	75	9.8%	82	10.2%
Eligible for Free Lunch	67	9.2%	80	10.5%	67	8.4%

### 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		94.8%		93.9%		94.2%
Student Suspensions	36	5.3%	11	1.5%	14	1.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.9%	3.4%	3.4%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	100%	98%	96%

### Staff Counts

Staff	2003-04
Total Teachers	70
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	3

\*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	0	0	0%	65	33	51%	91	77	85%
Students with Disabilities	0	0	0%	6	1	17%	20	3	15%
All Students	0	0	0%	71	34	48%	111	80	72%

\*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	49	43	0	1	18	0
Percent	44%	39%	0%	1%	16%	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)
20	3	0	20

\*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	0		13		18	4.0%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	0		14		18	4.0%
Students with Disabilities	Dropped Out	0		2		2	3.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		2		2	3.0%
All Students	Dropped Out	0	0.0%	15	3.1%	20	3.8%
	Entered GED Program*	0	0.0%	1	0.2%	0	0.0%
	Total Noncompleters	0	0.0%	16	3.3%	20	3.8%

\*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	99	226
	Number of Students with Disabilities	0	17	48
	Number of All Students	0	116	274
	Percent of Enrollment	0%	42%	100%
9-12	Number of General-Education Students	68	91	438
	Number of Students with Disabilities	20	9	89
	Number of All Students	88	100	527
	Percent of Enrollment	19%	21%	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%	49	98%	22	91%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	129	95%	71	89%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	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	0	0%	2	#	0	0%
Science	0	0%	7	100%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	10	70%	0	0%
Science	0	0%	18	72%	0	0%
Reading	0	0%	16	100%	0	0%
Writing	0	0%	16	94%	0	0%
Global Studies	0	0%	14	86%	0	0%
U.S. Hist & Gov't	0	0%	4	#	0	0%

(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	72	123	110	2	16	7
Number Scoring 55-100	66	110	100	#	13	5
Number Scoring 65-100	55	99	93	#	10	4
Number Scoring 85-100	22	34	34	#	0	0
Percentage of Tested Scoring 55-100	92%	89%	91%	#	81%	71%
Percentage of Tested Scoring 65-100	76%	80%	85%	#	62%	57%
Percentage of Tested Scoring 85-100	31%	28%	31%	#	0%	0%
<b>Mathematics A</b>						
Number Tested	128	133	132	14	14	11
Number Scoring 55-100	88	108	131	6	5	11
Number Scoring 65-100	74	102	129	3	4	10
Number Scoring 85-100	23	53	52	0	1	1
Percentage of Tested Scoring 55-100	69%	81%	99%	43%	36%	100%
Percentage of Tested Scoring 65-100	58%	77%	98%	21%	29%	91%
Percentage of Tested Scoring 85-100	18%	40%	39%	0%	7%	9%
<b>Mathematics B</b>						
Number Tested	0	74	94	0	3	2
Number Scoring 55-100	0	26	76	0	#	#
Number Scoring 65-100	0	19	63	0	#	#
Number Scoring 85-100	0	1	10	0	#	#
Percentage of Tested Scoring 55-100	0%	35%	81%	0%	#	#
Percentage of Tested Scoring 65-100	0%	26%	67%	0%	#	#
Percentage of Tested Scoring 85-100	0%	1%	11%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	110	117	131	11	12	12
Number Scoring 55-100	106	107	120	11	9	9
Number Scoring 65-100	91	96	108	7	6	5
Number Scoring 85-100	29	29	47	0	1	1
Percentage of Tested Scoring 55-100	96%	91%	92%	100%	75%	75%
Percentage of Tested Scoring 65-100	83%	82%	82%	64%	50%	42%
Percentage of Tested Scoring 85-100	26%	25%	36%	0%	8%	8%
<b>U.S. History and Government</b>						
Number Tested	64	113	101	2	14	7
Number Scoring 55-100	62	113	92	#	14	5
Number Scoring 65-100	58	112	89	#	14	4
Number Scoring 85-100	21	50	50	#	0	1
Percentage of Tested Scoring 55-100	97%	100%	91%	#	100%	71%
Percentage of Tested Scoring 65-100	91%	99%	88%	#	100%	57%
Percentage of Tested Scoring 85-100	33%	44%	50%	#	0%	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	94	66	141	9	2	11
Number Scoring 55-100	90	59	135	6	#	11
Number Scoring 65-100	83	50	127	4	#	9
Number Scoring 85-100	28	13	29	0	#	0
Percentage of Tested Scoring 55-100	96%	89%	96%	67%	#	100%
Percentage of Tested Scoring 65-100	88%	76%	90%	44%	#	82%
Percentage of Tested Scoring 85-100	30%	20%	21%	0%	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	107	181	130	13	23	8
Number Scoring 55-100	100	157	109	12	18	5
Number Scoring 65-100	90	142	94	9	11	5
Number Scoring 85-100	32	45	26	0	1	0
Percentage of Tested Scoring 55-100	93%	87%	84%	92%	78%	62%
Percentage of Tested Scoring 65-100	84%	78%	72%	69%	48%	62%
Percentage of Tested Scoring 85-100	30%	25%	20%	0%	4%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	57	77	58	2	5	1
Number Scoring 55-100	50	74	52	#	5	#
Number Scoring 65-100	37	57	41	#	4	#
Number Scoring 85-100	7	6	3	#	0	#
Percentage of Tested Scoring 55-100	88%	96%	90%	#	100%	#
Percentage of Tested Scoring 65-100	65%	74%	71%	#	80%	#
Percentage of Tested Scoring 85-100	12%	8%	5%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			30			1
Number Scoring 55-100			28			#
Number Scoring 65-100			27			#
Number Scoring 85-100			7			#
Percentage of Tested Scoring 55-100			93%			#
Percentage of Tested Scoring 65-100			90%			#
Percentage of Tested Scoring 85-100			23%			#

\* 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	3	13	11	1	0	0
Number Scoring 55-100	#	11	10	#	0	0
Number Scoring 65-100	#	11	9	#	0	0
Number Scoring 85-100	#	4	6	#	0	0
Percentage of Tested Scoring 55-100	#	85%	91%	#	0%	0%
Percentage of Tested Scoring 65-100	#	85%	82%	#	0%	0%
Percentage of Tested Scoring 85-100	#	31%	55%	#	0%	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	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%
<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	37	47	59	0	1	2
Number Scoring 55-100	37	45	59	0	#	#
Number Scoring 65-100	37	43	59	0	#	#
Number Scoring 85-100	29	34	46	0	#	#
Percentage of Tested Scoring 55-100	100%	96%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	91%	100%	0%	#	#
Percentage of Tested Scoring 85-100	78%	72%	78%	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	53	6	0	0	0	0
Number Scoring 55-100	39	3	0	0	0	0
Number Scoring 65-100	34	3	0	0	0	0
Number Scoring 85-100	15	0	0	0	0	0
Percentage of Tested Scoring 55-100	74%	50%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	64%	50%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	28%	0%	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	0	0%	104	68%	71	87%
Students with Disabilities	0	0%	19	58%	10	80%

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	110	4%	35%	54%	8%
	Students with Disabilities	23	13%	74%	13%	0%
	All Students	133	5%	41%	47%	7%

(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	97	97	97	23	23	23	120	120	120
Number Scoring 55–64	5	1	2	4	1	4	9	2	6
Number Scoring 65–84	59	42	43	12	17	17	71	59	60
Number Scoring 85–100	30	49	47	0	0	1	30	49	48
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			21			3
Beginning (0-18)			6			#
Intermediate (19-31)			3			#
Advanced (32-36)			5			#
Proficient (37-39)			7			#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			21			3
Beginning (0-14)			4			#
Intermediate (15-24)			13			#
Advanced (25-32)			4			#
Proficient (33-35)			0			#
<b>Listening and Speaking (Grade 9-12)</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 9-12)</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

\*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)