

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-11-03-0000  
 Name: Oceanside Union Free School District  
 Superintendent: Herb R. Brown

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	454	455	437
First	456	452	446
Second	492	450	450
Third	481	493	465
Fourth	516	502	486
Fifth	479	528	503
Sixth	504	476	536
Ungraded Elementary	36	25	24
Seventh	504	506	477
Eighth	507	515	508
Ninth	521	482	521
Tenth	498	495	490
Eleventh	471	503	485
Twelfth	392	463	478
Ungraded Secondary	9	24	17
Total K-12 Enrollment	6320	6369	6323

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	88	1.4%	115	1.8%	131	2.1%
Black (Not Hispanic)	50	0.8%	58	0.9%	80	1.3%
Hispanic	351	5.6%	392	6.2%	411	6.5%
White (Not Hispanic)	5831	92.3%	5804	91.1%	5701	90.2%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	22	23	22
Common Branch	22	22	22
English Grade 8	25	26	25
Mathematics Grade 8	25	23	24
Science Grade 8	25	26	25
Social Studies Grade 8	24	26	26
English Grade 10	25	25	21
Mathematics Grade 10	21	19	21
Science Grade 10	22	21	25
Social Studies Grade 10	23	22	22

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	370	5.9%	211	3.3%	368	5.8%
Eligible for Free Lunch	179	2.8%	198	3.1%	209	3.3%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.6%		93.7%		91.7%
Student Suspensions	190	3.0%	272	4.3%	252	4.0%

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

	2002-03	2003-04	2004-05
Reduced Lunch	1.5%	1.2%	1.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	491
Total Other Professional Staff	81
Total Paraprofessionals	135
Teaching Out of Certification*	4

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	340	403	441
	Regents Diplomas	245	347	409
	% Regents Diplomas	72%	86%	93%
	Regents Diplomas with Advanced Designation**			231
	% Regents Diplomas with Advanced Designation			52%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	21	32	17
	Regents Diplomas	4	16	10
	% Regents Diplomas	19%	50%	59%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			12%
	IEP Diplomas or Local Certificates	2	3	2
<b>All Students</b>	Total Graduates*	361	435	458
	Regents Diplomas	249	363	419
	% Regents Diplomas	69%	83%	91%
	Regents Diplomas with Advanced Designation**			233
	% Regents Diplomas with Advanced Designation			51%
	IEP Diplomas or Local Certificates	2	3	2

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	283	92	6	0	0	0	60	0
	<b>Percent</b>	64%	21%	1%	0%	0%	0%	14%	0%
<b>Students with Disabilities</b>	<b>Number</b>	6	5	0	0	0	0	6	0
	<b>Percent</b>	35%	29%	0%	0%	0%	0%	35%	0%
<b>All Students</b>	<b>Number</b>	289	97	6	0	0	0	66	0
	<b>Percent</b>	63%	21%	1%	0%	0%	0%	14%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	4		8	0.4%	0	0.0%
	Entered GED Program*	1		26	1.4%	22	1.2%
	Total Noncompleters	5		34	1.9%	22	1.2%
<b>Students with Disabilities</b>	Dropped Out	0		3	1.5%	1	0.4%
	Entered GED Program*	0		2	1.0%	5	2.0%
	Total Noncompleters	0		5	2.5%	6	2.4%
<b>All Students</b>	Dropped Out	4	0.2%	11	0.6%	1	0.0%
	Entered GED Program*	1	0.1%	28	1.4%	27	1.3%
	Total Noncompleters	5	0.3%	39	2.0%	28	1.3%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	471	508
	Number of Students with Disabilities	0	53	0
	Number of All Students	0	524	508
	Percent of Enrollment	0%	35%	33%
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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	55	98%	33	88%	37	100%
German	0	0%	0	0%	0	0%
Italian	103	97%	131	94%	100	97%
Latin	0	0%	0	0%	0	0%
Spanish	303	98%	285	92%	283	95%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	5	80%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	10	60%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	43%	2	#	2	#
Science	1	#	1	#	1	#
Reading	1	#	1	#	3	#
Writing	1	#	0	0%	3	#
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	2	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	13	69%	9	44%
Science	6	33%	5	80%	4	#
Reading	3	#	1	#	4	#
Writing	1	#	5	100%	1	#
Global Studies	14	50%	11	82%	12	8%
U.S. Hist & Gov't	3	#	8	50%	6	50%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	445	466	476	34	43	49
Number Scoring 55-100	430	459	464	28	40	46
Number Scoring 65-100	416	452	456	22	37	42
Number Scoring 85-100	206	208	244	4	4	5
Percentage of Tested Scoring 55-100	97%	98%	97%	82%	93%	94%
Percentage of Tested Scoring 65-100	93%	97%	96%	65%	86%	86%
Percentage of Tested Scoring 85-100	46%	45%	51%	12%	9%	10%
<b>Mathematics A</b>						
Number Tested	459	448	506	38	34	45
Number Scoring 55-100	421	444	500	27	32	44
Number Scoring 65-100	385	436	487	24	27	38
Number Scoring 85-100	115	215	226	2	10	6
Percentage of Tested Scoring 55-100	92%	99%	99%	71%	94%	98%
Percentage of Tested Scoring 65-100	84%	97%	96%	63%	79%	84%
Percentage of Tested Scoring 85-100	25%	48%	45%	5%	29%	13%
<b>Mathematics B</b>						
Number Tested	0	221	358	0	2	10
Number Scoring 55-100	0	207	287	0	#	6
Number Scoring 65-100	0	191	253	0	#	5
Number Scoring 85-100	0	78	76	0	#	2
Percentage of Tested Scoring 55-100	0%	94%	80%	0%	#	60%
Percentage of Tested Scoring 65-100	0%	86%	71%	0%	#	50%
Percentage of Tested Scoring 85-100	0%	35%	21%	0%	#	20%
<b>Global History and Geography</b>						
Number Tested	504	480	525	49	46	62
Number Scoring 55-100	480	461	486	40	42	49
Number Scoring 65-100	455	433	457	35	32	38
Number Scoring 85-100	233	234	226	8	6	7
Percentage of Tested Scoring 55-100	95%	96%	93%	82%	91%	79%
Percentage of Tested Scoring 65-100	90%	90%	87%	71%	70%	61%
Percentage of Tested Scoring 85-100	46%	49%	43%	16%	13%	11%
<b>U.S. History and Government</b>						
Number Tested	456	491	479	34	49	46
Number Scoring 55-100	450	477	449	33	44	37
Number Scoring 65-100	434	452	413	29	39	29
Number Scoring 85-100	255	268	253	5	10	9
Percentage of Tested Scoring 55-100	99%	97%	94%	97%	90%	80%
Percentage of Tested Scoring 65-100	95%	92%	86%	85%	80%	63%
Percentage of Tested Scoring 85-100	56%	55%	53%	15%	20%	20%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	503	480	547	16	46	69
Number Scoring 55-100	491	461	512	15	37	52
Number Scoring 65-100	460	438	471	10	30	30
Number Scoring 85-100	191	161	170	1	1	1
Percentage of Tested Scoring 55-100	98%	96%	94%	94%	80%	75%
Percentage of Tested Scoring 65-100	91%	91%	86%	62%	65%	43%
Percentage of Tested Scoring 85-100	38%	34%	31%	6%	2%	1%
<b>Physical Setting/Earth Science</b>						
Number Tested	466	479	521	43	43	65
Number Scoring 55-100	445	444	466	36	34	43
Number Scoring 65-100	430	398	403	32	24	28
Number Scoring 85-100	244	175	210	9	5	6
Percentage of Tested Scoring 55-100	95%	93%	89%	84%	79%	66%
Percentage of Tested Scoring 65-100	92%	83%	77%	74%	56%	43%
Percentage of Tested Scoring 85-100	52%	37%	40%	21%	12%	9%
<b>Physical Setting/Chemistry</b>						
Number Tested	400	377	390	12	14	8
Number Scoring 55-100	374	352	379	10	13	6
Number Scoring 65-100	301	265	331	4	7	5
Number Scoring 85-100	68	55	92	0	2	1
Percentage of Tested Scoring 55-100	94%	93%	97%	83%	93%	75%
Percentage of Tested Scoring 65-100	75%	70%	85%	33%	50%	62%
Percentage of Tested Scoring 85-100	17%	15%	24%	0%	14%	12%
<b>Physical Setting/Physics</b>						
Number Tested		108	111		1	0
Number Scoring 55-100		104	107		#	0
Number Scoring 65-100		93	104		#	0
Number Scoring 85-100		33	64		#	0
Percentage of Tested Scoring 55-100		96%	96%		#	0%
Percentage of Tested Scoring 65-100		86%	94%		#	0%
Percentage of Tested Scoring 85-100		31%	58%		#	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	21	38	53	0	0	1
Number Scoring 55-100	21	38	53	0	0	#
Number Scoring 65-100	21	38	53	0	0	#
Number Scoring 85-100	14	22	43	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	67%	58%	81%	0%	0%	#
<b>Comprehensive Italian</b>						
Number Tested	83	84	89	1	0	2
Number Scoring 55-100	82	84	89	#	0	#
Number Scoring 65-100	80	84	89	#	0	#
Number Scoring 85-100	37	62	54	#	0	#
Percentage of Tested Scoring 55-100	99%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	96%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	45%	74%	61%	#	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	4	1	0	0	0
Number Scoring 55-100	0	#	#	0	0	0
Number Scoring 65-100	0	#	#	0	0	0
Number Scoring 85-100	0	#	#	0	0	0
Percentage of Tested Scoring 55-100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	#	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	263	220	237	2	4	6
Number Scoring 55-100	262	217	229	#	#	5
Number Scoring 65-100	259	213	227	#	#	5
Number Scoring 85-100	185	142	177	#	#	1
Percentage of Tested Scoring 55-100	100%	99%	97%	#	#	83%
Percentage of Tested Scoring 65-100	98%	97%	96%	#	#	83%
Percentage of Tested Scoring 85-100	70%	65%	75%	#	#	17%
<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)



## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	449	0%	2%	41%	57%
	Students with Disabilities	47	4%	4%	66%	26%
	All Students	496	1%	2%	44%	54%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	456	0%	13%	64%	23%
	Students with Disabilities	50	10%	54%	34%	2%
	All Students	506	1%	17%	61%	21%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

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	5	0	0	2	0	3
<b>Secondary Level</b>						
English Language Arts	5	0	0	1	1	3
Social Studies	4	0	#	#	#	#
Mathematics	4	1	#	#	#	#
Science	3	1	#	#	#	#

### 2001 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	451	451	451	30	30	30	481	481	481
Number Scoring 55–64	15	16	1	4	2	4	19	18	5
Number Scoring 65–84	201	162	188	8	15	11	209	177	199
Number Scoring 85–100	225	259	258	5	4	7	230	263	265
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		65	57		4	2
Beginning		1	1		#	#
Intermediate		13	14		#	#
Advanced		32	26		#	#
Proficient		19	16		#	#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		65	57		4	2
Beginning		16	12		#	#
Intermediate		15	24		#	#
Advanced		22	10		#	#
Proficient		12	11		#	#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		62	54		4	4
Beginning		1	0		#	#
Intermediate		8	2		#	#
Advanced		21	23		#	#
Proficient		32	29		#	#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		62	54		4	4
Beginning		12	1		#	#
Intermediate		23	8		#	#
Advanced		16	27		#	#
Proficient		11	18		#	#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		28	24		3	3
Beginning		0	1		#	#
Intermediate		3	0		#	#
Advanced		8	13		#	#
Proficient		17	10		#	#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		28	24		3	3
Beginning		2	1		#	#
Intermediate		10	2		#	#
Advanced		12	12		#	#
Proficient		4	9		#	#

\*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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		11	14		0	0
Beginning		0	0		0	0
Intermediate		2	2		0	0
Advanced		7	11		0	0
Proficient		2	1		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		11	14		0	0
Beginning		0	0		0	0
Intermediate		6	6		0	0
Advanced		3	3		0	0
Proficient		2	5		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		24	25		0	1
Beginning		3	1		0	#
Intermediate		7	7		0	#
Advanced		6	10		0	#
Proficient		8	7		0	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		24	25		0	1
Beginning		2	1		0	#
Intermediate		10	5		0	#
Advanced		11	5		0	#
Proficient		1	14		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)