

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-05-02-06-0000

Name: Syosset Central School District

Superintendent: Carole G. Hankin

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	460	474	436
First	453	489	503
Second	462	468	513
Third	475	484	476
Fourth	500	483	490
Fifth	520	510	494
Sixth	474	553	528
Ungraded Elementary	52	57	61
Seventh	514	479	561
Eighth	459	523	481
Ninth	457	481	528
Tenth	457	458	480
Eleventh	449	461	454
Twelfth	427	450	467
Ungraded Secondary	0	0	0
Total K-12 Enrollment	6159	6370	6472

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	860	14.0%	917	14.4%	1159	17.9%
Black (Not Hispanic)	15	0.2%	21	0.3%	23	0.4%
Hispanic	104	1.7%	116	1.8%	81	1.3%
White (Not Hispanic)	5180	84.1%	5316	83.5%	5209	80.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	22	21	20
Common Branch	22	21	22
English Grade 8	18	18	20
Mathematics Grade 8	21	18	21
Science Grade 8	21	22	21
Social Studies Grade 8	20	18	21
English Grade 10	18	20	18
Mathematics Grade 10	21	23	21
Science Grade 10	21	19	20
Social Studies Grade 10	20	20	21

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	102	1.7%	108	1.7%	106	1.6%
Eligible for Free Lunch	13	0.2%	18	0.3%	26	0.4%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.2%		95.2%		95.8%
Student Suspensions	100	1.7%	80	1.3%	70	1.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.2%	0.1%	0.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	602
Total Other Professional Staff	85
Total Paraprofessionals	137
Teaching Out of Certification*	7
Teachers with Temporary Licenses	1

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	370	322	87%	386	347	90%	413	362	88%
Students with Disabilities	49	20	41%	59	16	27%	45	19	42%
All Students	419	342	82%	445	363	82%	458	381	83%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	416	32	0	1	8	1
Percent	91%	7%	0%	0%	2%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
45	19	2	47

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			1		3	
	Entered GED Program*			0		0	
	Total Noncompleters			1		3	
Students with Disabilities	Dropped Out			2		1	
	Entered GED Program*			0		0	
	Total Noncompleters			2		1	
All Students	Dropped Out	0	0.0%	3	0.2%	4	0.2%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	3	0.2%	4	0.2%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		1075	1396
	Number of Students with Disabilities		169	174
	Number of All Students		1244	1570
	Percent of Enrollment		80%	99%
9-12	Number of General-Education Students		0	1708
	Number of Students with Disabilities		192	209
	Number of All Students		192	1917
	Percent of Enrollment		10%	99%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	92	100%	90	100%	46	100%
German	0	0%	0	0%	0	0%
Italian	33	100%	61	100%	81	100%
Latin	0	0%	0	0%	0	0%
Spanish	269	100%	291	99%	304	99%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	1	#	7	100%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	2	#	8	88%	19	100%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	8	88%
Science	1	#	1	#	4	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	12	100%	7	100%
Science	12	33%	9	78%	7	43%
Reading	0	0%	4	#	4	#
Writing	0	0%	2	#	3	#
Global Studies	2	#	11	91%	1	#
U.S. Hist & Gov't	6	67%	7	100%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	466	462	467	59	51	65
Number Scoring 55–100	460	456	460	55	46	59
Number Scoring 65–100	449	431	455	48	33	56
Number Scoring 85–100	287	302	292	10	4	12
Percentage of Tested Scoring 55–100	99%	99%	99%	93%	90%	91%
Percentage of Tested Scoring 65–100	96%	93%	97%	81%	65%	86%
Percentage of Tested Scoring 85–100	62%	65%	63%	17%	8%	18%
Mathematics A						
Number Tested	0	0	543	0	0	49
Number Scoring 55–100	0	0	522	0	0	31
Number Scoring 65–100	0	0	517	0	0	28
Number Scoring 85–100	0	0	281	0	0	1
Percentage of Tested Scoring 55–100	0%	0%	96%	0%	0%	63%
Percentage of Tested Scoring 65–100	0%	0%	95%	0%	0%	57%
Percentage of Tested Scoring 85–100	0%	0%	52%	0%	0%	2%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	458	458	484	52	68	50
Number Scoring 55–100	458	453	481	52	63	49
Number Scoring 65–100	451	450	478	45	61	48
Number Scoring 85–100	332	285	323	16	12	12
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	93%	98%
Percentage of Tested Scoring 65–100	98%	98%	99%	87%	90%	96%
Percentage of Tested Scoring 85–100	72%	62%	67%	31%	18%	24%
U.S. History and Government (first administered June 2001)						
Number Tested	451	464	463	63	50	58
Number Scoring 55–100	444	456	460	58	45	58
Number Scoring 65–100	432	449	456	49	42	54
Number Scoring 85–100	320	295	362	17	12	21
Percentage of Tested Scoring 55–100	98%	98%	99%	92%	90%	100%
Percentage of Tested Scoring 65–100	96%	97%	98%	78%	84%	93%
Percentage of Tested Scoring 85–100	71%	64%	78%	27%	24%	36%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	452	448	526	83	59	43
Number Scoring 55–100	448	448	521	80	59	41
Number Scoring 65–100	437	444	508	76	57	33
Number Scoring 85–100	146	231	280	26	5	2
Percentage of Tested Scoring 55–100	99%	100%	99%	96%	100%	95%
Percentage of Tested Scoring 65–100	97%	99%	97%	92%	97%	77%
Percentage of Tested Scoring 85–100	32%	52%	53%	31%	8%	5%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	445	514	520	52	52	18
Number Scoring 55–100	433	507	512	45	46	17
Number Scoring 65–100	424	501	496	40	43	14
Number Scoring 85–100	297	339	349	11	7	3
Percentage of Tested Scoring 55–100	97%	99%	98%	87%	88%	94%
Percentage of Tested Scoring 65–100	95%	97%	95%	77%	83%	78%
Percentage of Tested Scoring 85–100	67%	66%	67%	21%	13%	17%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		367	396		14	21
Number Scoring 55–100		360	390		12	20
Number Scoring 65–100		320	357		8	16
Number Scoring 85–100		84	115		0	0
Percentage of Tested Scoring 55–100		98%	98%		86%	95%
Percentage of Tested Scoring 65–100		87%	90%		57%	76%
Percentage of Tested Scoring 85–100		23%	29%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	87	79	93	5	5	2
Number Scoring 55–100	87	79	93	5	5	#
Number Scoring 65–100	84	79	93	3	5	#
Number Scoring 85–100	53	41	73	2	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	#
Percentage of Tested Scoring 65–100	97%	100%	100%	60%	100%	#
Percentage of Tested Scoring 85–100	61%	52%	78%	40%	0%	#
Comprehensive Italian						
Number Tested	43	62	42	1	2	1
Number Scoring 55–100	43	62	42	#	#	#
Number Scoring 65–100	43	62	42	#	#	#
Number Scoring 85–100	39	37	34	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	91%	60%	81%	#	#	#
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	284	266	287	15	20	12
Number Scoring 55–100	284	266	287	15	20	12
Number Scoring 65–100	284	263	284	15	18	12
Number Scoring 85–100	242	217	221	8	10	2
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	99%	99%	100%	90%	100%
Percentage of Tested Scoring 85–100	85%	82%	77%	53%	50%	17%
Comprehensive Latin						
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%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	466	453	46	51	55	13
Number Scoring 55–100	426	425	34	36	42	8
Number Scoring 65–100	399	395	29	27	33	6
Number Scoring 85–100	287	269	4	8	10	2
Percentage of Tested Scoring 55–100	91%	94%	74%	71%	76%	62%
Percentage of Tested Scoring 65–100	86%	87%	63%	53%	60%	46%
Percentage of Tested Scoring 85–100	62%	59%	9%	16%	18%	15%
Sequential Mathematics, Course III						
Number Tested	422	416	427	24	31	41
Number Scoring 55–100	385	394	403	18	27	37
Number Scoring 65–100	375	383	389	18	24	34
Number Scoring 85–100	269	282	263	9	7	13
Percentage of Tested Scoring 55–100	91%	95%	94%	75%	87%	90%
Percentage of Tested Scoring 65–100	89%	92%	91%	75%	77%	83%
Percentage of Tested Scoring 85–100	64%	68%	62%	38%	23%	32%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	21	100%	27	100%	5	100%
Students with Disabilities	10	90%	8	100%	5	100%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	439	0%	0%	48%	52%
	Students with Disabilities	60	0%	3%	82%	15%
	All Students	499	0%	0%	52%	48%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	432	0%	6%	54%	39%
	Students with Disabilities	57	4%	47%	46%	4%
	All Students	489	0%	11%	53%	35%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	2	0	#	#	#	#
Middle Level						
Social Studies	1	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

1999 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	406	406	406	48	48	48	454	454	454
Number Scoring 55–64	0	2	1	2	3	1	2	5	2
Number Scoring 65–84	86	123	145	29	30	39	115	153	184
Number Scoring 85–100	314	276	259	13	10	4	327	286	263
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)